Stone Child College

TEACHER CANDIDATE HANDBOOK

Elementary Education

2018

STONE CHILD COLLEGE
ELEMENTARY EDUCATION DEPARTMENT TEACHER CANDIDATE HANDBOOK

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Mission of the Education Department

The mission of Stone Child College's Education Department is to develop culturally responsive and competent teachers who are well prepared to meet the challenges of contemporary education. The Education Department has designed a teacher education program in which the inclusion of culture, language, and history is paramount. Additionally, the program is based upon state and national standards with its foundation based on four key domains: (a) the learner and learning; (b) content; (c) instructional practice; and (d) professional responsibility.

Certain requirements are of major importance in the Stone Child College Educator Preparation Program: (a) a broad background in General Education in the traditional liberal arts; (b) in-depth content preparation in specific teaching fields; (c) mastery of professional education knowledge, skills, and dispositions; and (d) demonstration of the competencies of the Initial Conceptual Framework's Guiding Principles.

In order to accomplish these objectives, the prospective teacher must acquire a scholarly mastery of the field to be taught and the ability to use methods of critical inquiry. This implies that prospective teachers acquire a bank of knowledge and scholarly ability needed in the elementary classroom. Moreover, prospective teachers must secure: (a) knowledge and understanding of the process of human development and behavior; (b) competence in the techniques of instruction; (c) knowledge of school organization and administration; (d) an understanding of education as a social institution in historical and philosophical perspective; (e) knowledge, understanding and experience in culturally diverse settings; and (f) an ability to effectively work with a diverse group of learners to ensure that they become successful citizens who are college and/or career ready.

Initial Conceptual Framework

The Initial Conceptual Framework represents the shared vision of members of the faculty in collaboration with members of the professional education community in preparing undergraduate students to become educators in K-8 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The Initial Conceptual Framework is the foundation that describes Stone Child College's philosophy and the expected performance outcomes of graduates.

The Initial Conceptual Framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It makes explicit collective professional commitments, including the commitment to acquire and use knowledge on behalf of K-8 students. It reflects commitment to diversity and the preparation of educators who help all students learn. Finally, the Initial Conceptual Framework provides a context for aligning state standards with the knowledge, skills and dispositions expected by the unit for educators.

Faculty, D. Crebs, with students in Atmospheric Science class

Conceptual Framework Summary/Guiding Principles

To guide its work in teacher preparation, the Department has delineated the following Guiding Principles as the essential elements of effective educator preparation:

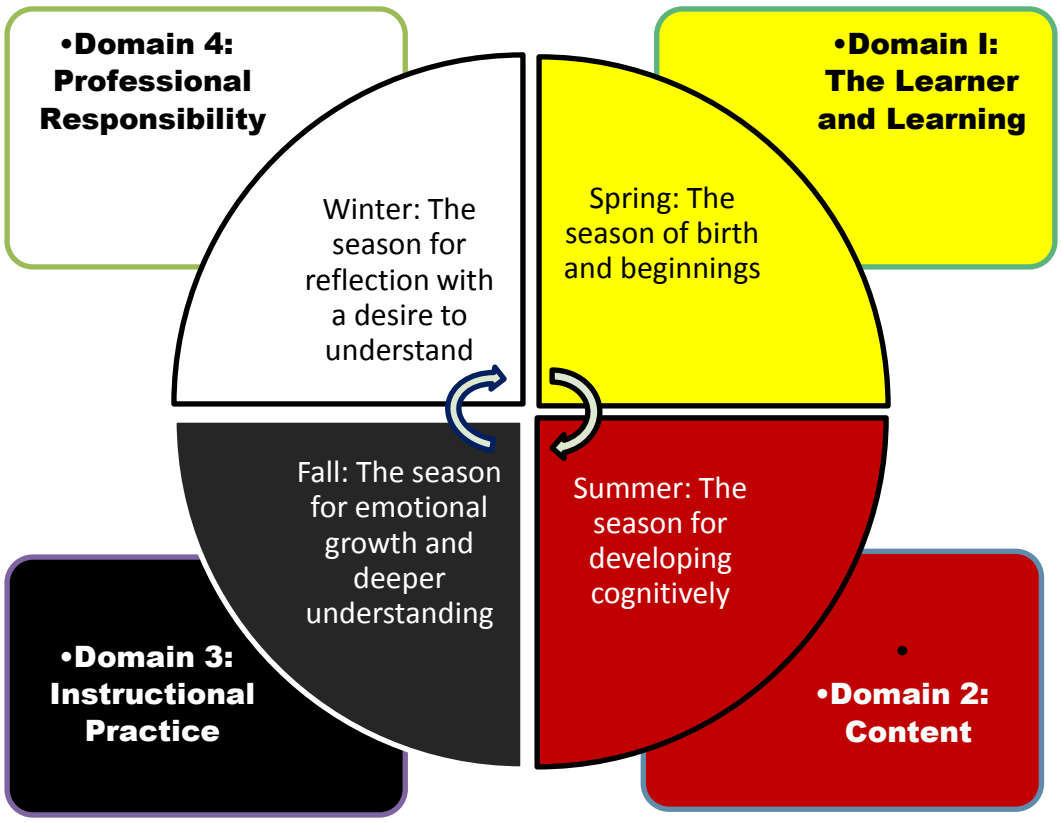
1. All learning begins with a focus on the learner and the learning process; one must know the previous experiences, cultures, languages, learning needs, and backgrounds of each learner in order to effectively create student-centered, engaging, and supportive learning environments and opportunities.

2. Program content is essential in the preparation of successful K-8 pre-service teachers; the SCC Education Department provides a broad educational foundation with a focus on how science, technology, and math interconnect within the language arts, social studies, creative arts, and health enhancement curricula.

3. To be effective and compassionate educators, pre-service teachers must develop the scholarly ability needed in the elementary classroom. Moreover, prospective teachers must secure: (a) knowledge and deep understanding of the process of human development and behavior; (b) competence in the techniques of instruction and assessment; (c) knowledge of school organization and administration; (d) an understanding of education as a social institution in historical, social justice, and philosophical perspectives; (e) experience in culturally diverse settings; and (f) an ability to work with diverse groups of learners.

4. Professional responsibilities for teachers include: (a) the ability to continue to grow professionally; (b) the ability and dispositions to engage in collaboration with multiple stakeholders including families, community members, and other professionals; (c) the ability to evaluate and reflect upon the outcomes of one's teaching using a variety of data from multiple sources to best meet the needs of all learners.

Conceptual Framework Schematic Model



This schematic representation of the SCC Conceptual Framework is based upon the four Domains of our education department through the cultural lens of a Cree medicine wheel. This medicine wheel was selected as its description of the four directions and seasons was relevant and applicable to the four domains of the SCC teacher education program. Domain 1 is about focusing on the learner, which is where all learning begins. For the Cree medicine wheel, this season represents spring and birth and one's connection to the physical space. Domain 1 is also concerned with the physical and emotional environments needed to best support learning for all learners. Domain 2 ensures that teacher candidates have the content knowledge needed to effectively teach. The Cree medicine wheel identifies this summer season as the time for cognitive growth and developing mental capacities. Domain 3 provides teacher candidates with multiple opportunities to develop skills in teaching the content and ensures that they are able to utilize a variety of teaching and assessment skills to meet the needs of each learner. The Cree medicine wheel describes this season, fall, as the time for emotional growth and a time of deeper understanding. The elements of Domain 4 relate to candidates' professional development and leadership skills. One important aspect of professional growth is the ability to reflect on one's practice and use this reflection to improve upon one's skills. The winter season on the Cree medicine wheel is based upon reflection and a desire to understand.

Candidate Outcomes

Candidates completing the Bachelor of Science in Elementary Education Degree (K-8), will demonstrate skills, dispositions and knowledge in relationship to the following principles based on the 11 Montana Teaching Standards and Montana Professional Educator Preparation Program Standards (PEPPS; 10.58.501).

The candidate will:

1. Demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;
2. Use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;
3. Be able to work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;
4. Demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
5. Demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;
6. Use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner decision making;
7. Plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;
8. Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;
9. Engage in ongoing professional learning and use evidence to continually evaluate the candidates' practice, particularly the effects of the candidate' choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
10. Interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;
11. Engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and
12. Demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana. (Montana Educator Licensure Standards cited from www.opi.mt.gov/pdf/arm/57chapter.pdf and Montana Professional Educator Preparation Program Standards (PEPPS).

All Stone Child College candidates will be required to build a Reflective Practice and Professional Growth Plan throughout the program which will provide evidence of each candidate's attainment of the skills, knowledge, and experiences necessary to be a successful professional educator. This professional plan is a continuous, performance-based process, and is the assessment tool for evaluating and guiding candidates' growth as developing educators.

Academic Advising

It is the Education Department's belief that student retention can best be attained through multiple engagement opportunities with each faculty member of the program. All faculty members in the department are motivated to offer rigorous educational courses and experiences that will provide culturally relevant teachers to surrounding schools with the focus on providing the best learning environments for the students of the community and surrounding areas. Therefore, partnerships with local schools and utilizing local expertise is a critical aspect of the Education Department. Through careful analysis of current teaching resources, Stone Child College is able to provide quality teaching and advising throughout the complete Bachelor of Science in Elementary Education degree.

It is the intent of the Department to build a synergy between the faculty members by blending the many strengths of each into a strong rope whose individual cords weave together to encircle the students in the program, creating an environment that embraces the skills, dispositions and knowledge needed to be an effective teacher based on the Montana Teaching Standards and Montana Professional Educator Preparation Program Standards (PEPPS). Candidates remain in close contact with the SCC faculty through ongoing class discussions, email, phone contacts, and other communications media. Each candidate in the program is assigned to a faculty advisor responsible for maintaining contact with the student on a regular basis and working with coordinating school personnel to ensure quality experiences for both the SCC student and the school. In addition, SCC Elementary Education Department faculty conduct regular, periodic visits to candidates' field experience sites to observe, plan, and assess candidate growth.

Required Courses and Degree Plan for Stone Child College
Bachelor of Science in Elementary Education (K-8)

Required Courses:	Credits	Grade	Term	College
Fall – Year 1				
ART 110 Art Appreciation	3			
WRIT101 College Writing I	3			
NASX 100 Cree I	3			
EDU 200 Intro to Education	3			
ESCI 150 Atmospheric Science with lab	4			
Total credits	**16**			
Spring – Year 1				
MUS 110 Music Appreciation	3			
COMX 111 Public Speaking	3			
PSYX 100 Intro to Psychology	3			
BIOS 101 General Biology with Lab	4			
WRIT 201 College Writing II	3			
Total credits	**16**			
Fall – Year 2				
M130 Math for Elementary Teachers I	4			
PHSX 121 Fundamentals of Physics 1 with lab	4			
EDU 235 Introduction to Indian Education	3			
EDU 225 Intro to Education Psychology	3			
HPE 285 Principles of Health and Wellness	3			
Total credits	**17**			
Spring – Year 2				
M131 Math for Elementary Teachers II – College Algebra	4			
PSCI 210 American Government/History	3			
NAS 101 History of Indians in the U.S.	3			
EDU 220 Human Growth and Development	3			
EDU 270 Instructional Technology	3			
Total credits	**16**			
TEP I Admission should be completed before enrollment in Year 3 courses				**Check here if complete.**

Required Courses:	Credits	Grade	Term	College
Fall - Year 3				
GPHY 310 Human Geography	3			
EDU 301 Language, Literacy & Text for Children	3			
EDU 307 Curriculum, Planning and Assessment	3			
EDU 305 Parent Partnerships and Community Collaboration	2			
EDU 309 Guiding Social Development and Class Management	3			
EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience	3			
Total credits	**17**			
Spring - Year 3				
EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB	2			
EDU 330 Methods: Teaching and Assess. Soc. Studies K-8	3			
EDU 337 Teaching Exceptional Learners	3			
EDU 344 Methods: Teaching Reading and Language Arts	3			
EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3)	2			
EDU 440 Methods: Teaching Creative Arts (Music, Art, Drama . . .)	3			
Total credits	**16**			
Current First Aid Card w/CPR (Must complete at least one semester prior to student teaching.)				**Check here if complete.**
Fall – Year 4				
EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction	3			
EDU 420 Methods: Teaching and Assessing K-8 Mathematics	3			
EDU 430 Methods: Teaching and Assessing K-8 Science	3			
EDU 460 Action Research in Education	3			
EDU 480 Clinical Experience Level 2- Seminar + 10 hr. per week field (4-8)	3			
Total credits	**15**			
TEP II should be completed before student teaching.				**Check here if complete.**
Spring – Year 4				
EDU 490 Student Teaching for Elementary Education	12			
EDU 495 Reflective Practice and Research in Education	2			
Practicum hours: 260 before student teaching **Total credits**	**14**			
TOTAL CREDITS	**127**			

Teacher Education Program Requirements and Stages

There are three measured points in the Teacher Education Program: Stage 1: Admission; Stage 2: Professional Preparation; Stage 3: Student Teaching. All Stone Child College candidates will be required to build a Reflective Practice and Professional Growth Plan throughout the program which will provide evidence of the candidate's attainment of the skills, dispositions, knowledge, and experiences necessary to be an effective professional educator. This Reflective Growth Plan is a continuous, performance-based process, and is the assessment tool for evaluating and guiding candidates' growth as developing educators. The levels of progress are measured on all candidate evaluations for critical assessments according to **"unacceptable, developing, proficient, or exemplary."** Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed. Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area. Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment. Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

The Reflective Practice and Professional Growth Plan

The SCC Reflective Practice and Professional Growth Plan (RGP) is a documented source of evidence of teacher candidate growth from multiple sources of evidence based upon the SCC Education Department's Four Domains of Educator Preparation and Conceptual Framework, the 10 InTASC principles, relevant Montana PEPP Standards, and related Assessment Indicators.

For each Domain, candidates will complete the following: 1) Articulate a statement of understanding for each InTASC principle in a Reflective Essay; 2) Gather and organize evidence; 3) Write reflective and summary statements about the evidence; and 4) Share the draft documentation with others and revise. Each artifact of evidence will be submitted to a faculty member before presenting the RGP during a TEP I, II or III Interview. Each piece of evidence will be submitted with an Evidence Documentation Form and evaluated with a standard rubric. Rubrics are based upon the following levels of progress: unacceptable = 0; developing = 1; proficient = 2; exemplary = 3.

Two pieces of evidence are required for each Domain for TEP I; two pieces of evidence per Assessment Indicator are required for TEP II; one additional piece of evidence per Assessment Indicator is required for TEP III.

Candidates must score at least a 1 (Developing) on all artifacts of evidence with no more than 20% of scores lower than a 2 (Proficient). Candidates must have a minimum of 80% of scores at proficient or higher to pass the TEP Interview.

Examples of sources of evidence that are of particular interest to the program include: (a) samples of the candidate's lessons that document K-8 student growth using assessment data; (b) units of instruction developed and delivered by the candidate with feedback from cooperating teachers or faculty; (c) videotaped lessons with reflections or feedback on strengths and strategies for improvement; (d) documentation of assessment and instructional strategies utilized

to improve student learning; and (e) classroom observations and feedback of the candidate teaching students with varying learning needs or cultural backgrounds, including English Language Learners.

Grade and GPA requirements

Candidates must maintain good grades throughout their program. The following GPA requirements apply to all three stages of the Teacher Education Program:

- Candidates must hold a 3.0 GPA for full acceptance into the SCC TEP; candidates with a GPA of 2.5-3.0 will be admitted after a review of coursework and other sources of documentation; students with a GPA less than 2.5 will be allowed provisional acceptance depending on an individual review of coursework and monitoring GPA each term;
- For Professional Education courses, students must maintain a GPA of at least 3.0 with no grade lower than a C. A list of these courses is included in the appendices.

Stage I: Admission to TEP

All Elementary Education candidates must apply for and be accepted into Stone Child College's Teacher Education Program (TEP) as a part of their academic preparation and prior to taking courses for which TEP entry is a prerequisite, including 300 and 400 level courses. Candidates apply for admission to the TEP near the middle or end of their sophomore year. All candidates are required to provide evidence of meeting the national InTASC Principles at all three stages of their program, in addition to the following criteria:

Requirements for TEP Stage I

- A completed application with appropriate signatures
- A professional resume which includes relevant trainings and certifications
- GPA requirements (listed above) and completion of general education courses
- Passing score on the TEP Stage 1 Reflective Practice and Professional Growth Plan
- Passing score on the TEP Stage 1 Interview
- Current CPR/First Aid certifications
- Completed and passed the background check procedures
- Completed personal philosophy of teaching essay
- Signed release of information form
- Completed the "Navigating the Other Side of Teaching" modules
- Completed the Professional Actions and Critical Dispositions Self-Assessment.

Stage II: Professional Preparation: methods, field experience and advanced courses

Upon successful completion of the requirements for **Stage I**, candidates are eligible to begin **Stage II** of the TEP. During **Stage II**, candidates enroll in upper division professional education courses, including methods courses and field experiences as they plan for and assess K-8 student instruction. For more information about field experiences, refer to the section on Clinical Experiences of this Candidate Handbook. Applications for Student Teaching are initiated before the end of **Stage II**. The requirements for **Stage II** follow.

Requirements for TEP Stage II

- An updated professional resume which includes relevant trainings and certifications
- GPA requirements (listed above) and completion of all courses except those during student teaching
- Passing score on the TEP Stage II Reflective Practice and Professional Growth Plan
- Passing score on the TEP Stage II Interview
- Current CPR/First Aid certifications
- Completed and passed the background check procedures
- Praxis II test score on file for Elementary Education (5018). It is recommended that candidates take the Praxis II exam in the summer of their junior year.

Stage III: Student Teaching & final TEP Requirements

Student teaching is a 14-week mentored teaching experience in an accredited K-8 school setting. The typical student teaching experience requires full-time status (8 hours/day and 5 days/week). It is expected that candidates will be well-prepared to quickly move into full-teaching duties early in the student teaching experience after completing a minimum of 260 hours of graduated clinical experience. Although student teaching is individualized for each student teacher, it is expected that a student teacher plans, teaches, and assesses student learning for most of the student teaching time frame. Regular feedback is provided to the student teacher by the Cooperating Mentor Teacher and College Supervisor.

Performance in student teaching is formally evaluated by the Cooperating Mentor Teacher and the College Supervisor at the beginning, middle, and end of a student teaching placement. To successfully complete the student teaching experience, a student teacher must complete all

student teaching assignments and requirements in a satisfactory manner. Student teaching is assessed with a traditional letter grade.

Requirements for TEP Stage III

- Successful completion of student teaching and all requirements
- Successful evaluations by the Cooperating Mentor Teacher and University Supervisor
- Successful completion of EDU 495
- Successful completion of the TEP Stage III Reflective Practice and Professional Growth Plan and Interview
- An updated professional resume which includes relevant trainings and certifications.

Licensure

Licensure is the process of obtaining your teaching license or certification.

Licensure is not automatic with college graduation, and candidates must initiate the process with forms available from the Montana OPI. To teach out-of-state, contact the specific state for appropriate procedures.

SCC offers a degree in Elementary Education leading to licensure valid for grades K-8 under Montana licensure. Students applying for Montana Elementary Licensure must have passed the Montana Assessment of Content Knowledge (MACK), including a passing score on the Praxis II Elementary Education Content Knowledge Assessment (5018).

Tips for a Successful TEP Interview

1. Be well prepared. Neatness and organization make a good first impression. Make sure your RGP is neat in presentation and easy to navigate.
2. Work with your faculty advisor the semesters before the TEP interview. Ask him or her to review your RGP ahead of time and give you feedback. Ask questions!
3. Dress and act professionally.
4. Prepare for presenting your RGP as you would for preparing a speech. Practice.
5. Be positive and confident in your work thus far and do not be hesitate to demonstrate your performance in the areas of criteria. Sometimes you think you have nothing to show, when in reality, you have many subtle or relevant experiences that you might not otherwise think of. Talk about the areas with those who know you and can help you brainstorm information to include in your portfolio and to highlight during the conversation of the interview.
6. Talk to other candidates who were successful in the interview process.

Clinical Experience

One of the major attributes of the Elementary Education program at Stone Child College is the graduated field experiences designed for different age levels with increasing expectations

culminating in a 14-week student teaching experience. The major aim of these experiences is to allow students to apply principles and theories from the professional knowledge base in supervised environments.

Candidates begin their field experience with observations embedded into the Introduction to Education course, which provides them opportunities to observe and reflect about the classroom from a teacher's perspective rather than a student's. Furthermore, it gives the school personnel an opportunity to meet the pre-service teachers that will be training in classrooms within the local schools. This experience gives candidates time to reflect on teaching as a career choice and introduces them to the knowledge, skills, and dispositions required in the teaching field for future classroom discussion.

Following the observation level, candidates complete an embedded 10-hour field experience in EDU 350 PE and Health Enhancement Methods that moves from observing into helping the master teacher and culminating in developing a unit that includes five culturally relevant lesson plans, one of which they will teach and then assess student learning, followed by reflecting on how they might teach the material differently to be more effective. The course instructor will observe the teaching lesson followed by an evaluative discussion with the candidate.

Students will also be required to participate, as a group, in a 10-hour field experience providing an opportunity to observe multiple teachers providing instruction to a diverse student population, not just multi-culturally, but also in learning exceptionalities. Stone Child College students will join students from Salish Kootenai College for a two-day field trip to the Montana School of the Deaf and Blind (MSDB) in Great Falls. Students prepare lessons to present to the children at the school about the seven Indian Tribes of Montana, adding not only to their understanding about the great diversity among the American Indians in Montana, but also giving the children at the MSDB some insights about the great diversity among tribal cultures, traditions, and languages within the Tribes located in Montana. During a tour of the school, students will have the opportunity to see many teachers using multiple methods of providing instruction to a multitude of children with exceptional learning needs. The experience is intense and though- provoking as students self-check their attitudes and reflect on the varying needs of children.

During the spring of the third year, students will apply the professional skills and theory learned in the three methods classes as they concurrently complete the Clinical Experience Level 1, which requires six hours per week for 15 weeks totaling 90 field hours in a grade K-3 classroom. Students will present three lessons, be observed and evaluated. Ideally students will present in each of the areas in which their method courses addressed, giving them opportunity to demonstrate their professional skills in each area. During this clinical experience, students will meet weekly, as a class, with the clinical supervisor to discuss their progress in applying theory in the modern classroom, get questions answered, and generally be supported from the course instructor and fellow students. Guest speakers such as master teachers, principals, and support staff will be included as needed. Documentation of these experiences and discussions will be included in the candidate's Reflective Practice and Professional Growth Plan.

Fall of their senior year, candidates will again take three different methods courses and concurrently complete the Clinical Experience Level 2, which includes all the requirements of Clinical Experience Level 1, but the hours are increased to 10 hours per week for 15 weeks

totaling 150 field hours in a grade 4-8 classroom, giving them experience with another age group. The Level 2 Clinical experience intensifies with the addition of identifying a researchable issue within the classroom that can be addressed in an action research project during student teaching. It is the expectation that candidates will demonstrate positive professional dispositions and follow all of the rules, policies and procedures required of school personnel at all times when they are in the schools. In addition, candidates are expected to increase participation and responsibility as they progress through each clinical experience as they prepare to teach in their own classrooms. Candidates will be well-prepared to quickly move into full-teaching duties early in the student teaching experience after completing a minimum of 260 hours of graduated clinical experience. Candidates will develop a research proposal in the EDU 460 Action Research in Education course the semester before they are scheduled to student-teach in which they are provided an opportunity to document their impact on K-8 student learning. Teacher candidates will conclude their teacher preparation with a 14-week student teaching experience combined with an action research project as they reflect on their classroom practice and its effectiveness in teaching the students in their classroom. Results of their research will be discussed during their final Teacher Education Program (TEP) Stage III interview.

Field trip to Montana School of the Deaf and Blind during Spring 2018

Tips for Successful Field Experience

- Be on time and professional--you will be required to sign in and out of the school – and always call if you are not able to show up as planned.
- Dress appropriately (no jeans unless permission is given) and show up excited to participate in learning.
- Learn the roles of school personnel, classroom routines, and school procedures and policies
- When appropriate, assist in recess, hall supervision, bus duty, fire drill, and other procedures
- Always be meaningfully involved with students or your field teacher – make the most of your time – and enjoy the learning opportunities
- Become familiar with the school media center, technology resources, curriculum guides, and instructional materials
- Ask your cooperating field teachers how they assesses student learning
- Ask your cooperating field teachers the role of the Montana OPI standards in teaching and learning
- Learn the students' names as soon as possible and find opportunities to learn about the families
- Communicate regularly with your cooperating field teacher but be sensitive to his/her time needs as well
- ALWAYS ask your cooperating field teacher to approve any lessons you want teach
- Organize your visits or your field day so you are prepared and productive
- Be flexible—every day in the life of a teacher is a surprise
- Ask questions and rely on those answers to guide your success--take your field teacher's advice seriously and use it judiciously
- If possible, visit multiple classrooms to see other instructional styles
- When possible, get to know the principal and explore his/her role as an instructional leader
- Maintain contact with your instructor about your field experience
- Remember that the impressions you make on school personnel need to be positive as you will depend on them for future jobs or references
- You are a reflection of yourself and of Stone Child College. Be proud and be professional.

Background Checks

Candidates pursuing a degree in Elementary Education at Stone Child College are required to submit to state, federal and CPS background checks during their program of study. Candidates are required to submit a federal fingerprinted background check application before enrolling in third year courses, and maintain an updated background check every two years. Background checks are required by many school districts and early childhood programs before candidates may have contact with students, and before the Montana Office of Public Instruction will issue licensure. Background checks will be reviewed using the following policy.

Policy for the use of background check reports:

Who
All education candidates, prior to participating in any field experience, practicum, or student teaching course independent of the instructor's supervision, must have a background check on file with the Education Department or local school, current within two years.

Procedures
After receipt of the background check, it is reviewed and approved by the following guidelines:

- If the student has no record for the state, federal and CPS check, Education Department Head approves the candidate for placement.

- All offenses require a review with the Education Department Head. Some offenses may require approval from the school or program where the student is applying for placement.

- After the field experience or student teaching has started, any candidate may be removed from their assignment if knowledge of an offense occurs during the term in which they are enrolled. As a minimum, candidates are required to report offenses to the Education Department Head.

Considerations of all offenses will include severity, frequency, and how recently the offense occurred.

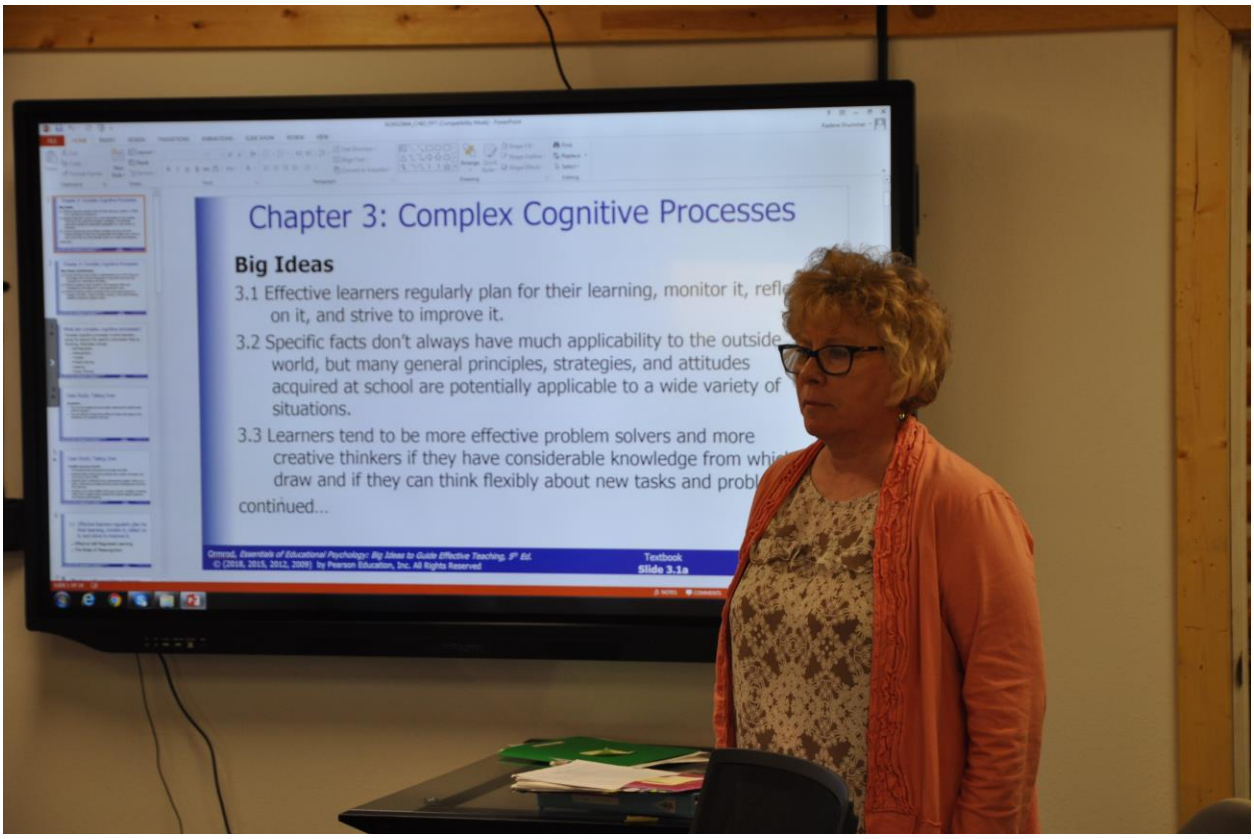
Appeals
Candidates may appeal their background check to the agency or authority from where the background check was received.

Effect on Elementary Licensure
Acceptance or refusal to place students in the field due to a criminal record does not imply any knowledge of the candidate's ability to obtain a teaching license from the Montana Office of Public Instruction (OPI) or other employment possibilities.

Storage and use of background checks:
Background check records are kept in the Education Department Office in a closed envelope in the student's file separate from the rest of a candidate's educational records. These checks are

shared only according to the conditions of the Consent/Release Form, by written request of the candidate, or in accordance with an appropriate legal request. The candidate acknowledges and gives approval for Stone Child College to share the results of the background check with any school district or early childhood program where the candidate may be placed as part of their program of study.

Other behavioral expectations:
Candidates are subject to all provisions of the SCC Education Candidate Handbook during their program of study. They are expected to exhibit behavior appropriate to someone pursuing a career as a professional educator. Faculty and staff at SCC are available to help any candidate who feels they have a problem requiring assistance. Appropriate college personnel may suggest counseling or other assistance as necessary. Severe problems which cannot be remediated and affect the candidate's ability to perform the functions of a professional educator may delay or end the candidate's progression through the education program.



APPENDICES

Appendix A: SCC and the Montana Assessment for Content Knowledge

The Montana Assessment for Content Knowledge rubric outlined below is used to evaluate teacher candidates and determine a Content Knowledge Score (CKS). The possible range for the CKS is 0-10. Teacher candidates must earn 7 or more CKS points on the Montana Assessment for Content Knowledge to be recommended for licensure/ endorsement by an accredited Montana EPP. Teacher candidates earning fewer than 7 CKS points or who score zero on any of the three rubric components shall not be recommended for licensure/endorsement. For candidates who receive a score of 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. Assessment of Content Knowledge Coursework GPA
The range for awarding points is 0-4 and will be calculated as follows:

GPA Points
3.50 – 4.00 4
3.00 – 3.49 3
2.65 – 2.99 2
2.00 – 2.64 1*
Below 2.00 0

2. Assessment of Content Knowledge Demonstrated During Student Teaching/ Clinical Practice
The range for awarding points is 0-3 and will be calculated as follows:

Descriptor Points
Knowledge is Advanced 3
Knowledge is Proficient 2
Knowledge is Basic 1*
Knowledge is Insufficient 0

Note: The assessment is completed by a cooperating teacher, college or university supervisor, or faculty member.

3. Assessment of Content Knowledge on appropriate Praxis II test
The range for awarding points is 0-3 and will be calculated as follows:

Score Range Points
Meets/Exceeds OPI score 3
At least 90 % of OPI score 2
At least 80 % of OPI score 1*
Below 80 % OPI score 0

Candidates must have a 3.0 GPA and no grade lower than a C in any required course to be admitted to the Elementary Education Program.

General Education Select Courses GPA includes the following courses:

ART 110 Art Appreciation
WRIT101 College Writing I
NAS 101 History of Indians in U.S.
NASX 100 Cree I
MUS 110 Music Appreciation
COMX 111 Public Speaking
PSYX 100 Intro to Psychology
BIOS 101 General Biology with Lab
WRIT 201 College Writing II
M130 Math for Elementary Teachers I
PHSX 121 Fundamentals of Physics 1 with lab
M131 Math for Elementary Teachers II
PSCI 210 American Government/History
ESCI 150 Atmospheric Science with lab
GPHY 310 Human Geography

Appendix B: List of Professional Courses for GPA

Candidates must have an average GPA of 3.0 in the professional education courses listed below for graduation and no grade lower than a C.

Course	Grade
EDU 200 Intro to Education	
EDU 220 Human Growth and Development	
EDU 225 Intro to Education Psychology	
EDU 235 Introduction to Indian Education	
EDU 270 Instructional Technology	
EDU 301 Language, Literacy & Text for Children	
EDU 307 Curriculum, Planning and Assessment	
EDU 305 Parent Partnerships and Community Collaboration	
EDU 309 Guiding Social Development and Class Management	
EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience	
EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB	
EDU 330 Methods: Teaching and Assess. Soc. Studies K-8	
EDU 337 Teaching Exceptional Learners	
EDU 344 Methods: Teaching Reading and Language Arts	
EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction	
EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3)	
EDU 420 Methods: Teaching and Assessing K-8 Mathematics	
EDU 430 Methods: Teaching and Assessing K-8 Science	
EDU 440 Methods: Teaching Creative Arts (Music, Art, Drama . . .)	
EDU 460 Action Research in Education	
EDU 480 Clinical Experience Level 2- Seminar + 10 hr. per week field (4-8)	
EDU 490 Student Teaching for Elementary Education	
EDU 495 Reflective Practice and Research in Education	
GPA for professional core	

Appendix C: SCC MACK Assessment Form

Candidate:_____ Date:_____

Content Course Work GPA

Course	Course Description	Grade	GPA
ART 110	Art Appreciation		
WRIT101	College Writing I		
NAS 101	History of Indians in U.S.		
NASX 100	Cree I		
MUS 110	Music Appreciation		
COMX 111	Public Speaking		
PSYX 100	Intro to Psychology		
BIOS 101	General Biology with Lab		
WRIT 201	College Writing II		
M130	Math for Elementary Teachers I		
PHSX 121	Fundamentals of Physics 1 with lab		
M131	Math for Elementary Teachers II		
PSCI 210	American Government/History		
ESCI 150	Atmospheric Science with lab		
GPHY 310	Human Geography		
Average GPA			

GPA	*Points*
3.50 – 4.00	4
3.00 – 3.49	3
2.65 – 2.99	2
2.00 – 2.64	1*
below 2.00	0

GPA Point Score:_____

Student Teaching Assessment Points

Student Teaching Score:_____

Descriptor	*Points*
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

PRAXIS II Elementary Knowledge Test

Praxis II Points:_____

ELEMENTARY EDUCATION 5018	
Score Range	*Points*
200-163	3
162-147	2
146-130	1*
Below 130	0

Total MACK Score:_____

Meets requirements for licensure: _____

Reviewed by:_____Date:_____

For candidates receiving a score of 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

Appendix D: Lesson Plan Format example

Subject: (area of focus)

Standards: Include appropriate standards (State and National) & specific benchmarks.

Grade & Learner Profile: (defines the audience for the lesson plan; i.e., 3rd grade, number of students, number of IEP students, number of males/females, etc.)

Background Information: (What do you need to do and know be able to teach this lesson?)

Objective/s: (What do you want students to know (concepts) or be able to do (skills)? Your objectives should relate directly to the standards/benchmarks you chose and align with your assessment).

Key Vocabulary:

Materials Needed: (list resources, including references, web-pages, needed for your lesson)

Cultural Connections:

Lesson sequence: (What prior knowledge do the students have? How will you provide instruction? What instruction will you provide? What will the students **do** to attain the objectives?) Essentially the 5 E's – Engagement, Exploration, Explanation (teach it to them), Elaboration, and Evaluation.

ENGAGEMENT
- Describe how the teacher will capture students' interest.
- What kind of questions should the students ask themselves after the engagement?

EXPLORATION
- Describe what hands-on/minds-on activities students will be doing.
- List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration.
- Explain the lesson plan and present lesson

EXPLANATION
- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions. Teachers solicit student explanations and help them to justify their explanations.

ELABORATION
- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

EVALUATION

- How will students demonstrate that they have achieved the lesson objective?
- Formative and summative assessment that employs student ways of knowing should be embedded throughout the lesson as well as at the end of the lesson. (What evidence did the student produce to demonstrate they understand the lesson?)

Differentiation: (How will you adapt the lesson for exceptional learners, or for learners at different developmental levels, multiple grade levels, or with diverse learning styles and multiple intelligences? Choose a specific example and explain what you will do to accommodate that individual or group of individuals. For example, what will you do to accommodate a lesson for a student with visual impairments, or for a gifted and talented student, or for someone with dyslexia?)

Reflection: (If you taught the lesson, how did it go? For those who struggled with the concept taught, how will you remediate?)

Appendix E: Unit Plan Format

Focus of Unit: Subject of the unit.

Grade & Learner Profile: Define the audience for the unit; i.e., 3rd grade, number of students, number of IEP students, number of males/females, etc.

Standards & Benchmarks: Include appropriate standards (State and National) & specific benchmarks.

Resources: List resources needed for teaching the Unit.

Rationale & Background: 1) Why is it important to teach this material? How will it help the student later in life? (2) List some of the facts, knowledge, or skills you must know to be able to teach the lesson. The purpose of this section is to demonstrate that you know the concepts you are going to teach. (3) Include some resources (such as web pages or books) available for other teachers who may wish to teach this lesson. (4) What knowledge or skills must your students know before they are ready for these lessons.

Instructional Objectives: What concepts (knowledge) or skills do you want students to develop or attain? Align objectives with Standards & Benchmarks.

Differentiation: How will you adapt the lessons for exceptional learners, or for learners at different developmental levels, multiple grade levels, or with diverse learning styles and multiple intelligences? Choose specific examples and explain what you will do to accommodate that individual or individuals. For example, what will you do to accommodate a lesson for a student with visual impairments, or for a gifted and talented student, or for someone with dyslexia?

Instructional Sequence:
Provide the plan of instruction for each day of the unit. If the unit is to be interdisciplinary, incorporate at least two different subject areas (examples: math & science; literacy & social studies; art & science).

In at least one day of the unit, include a brief list of questions that you would use to engage students in thinking at higher levels of Bloom's taxonomy.

Day 1:
Day 2:
Day 3:
Day 4:
Day 5:

Assessment: How will you pre-assess student understanding? What assignments will the students complete that will demonstrate that EVERY student has met EVERY learning objective? How will you assess those assignments? Include your assessment rubrics, quiz, or other forms of assessment.

Reflection: If you taught at least part of the unit, reflect on the following. What are your concerns about the unit? What do you think is the strongest part of the unit? What will you do to improve the unit the next time you teach it? How will you remediate students who struggled with the lessons?
F

Appendix F: Faculty and Staff Directory

Faculty Member	Contact Information
DRUMMER, Kadene ***Teacher Education Department Head***	**(406) 395-4875 ext 3257** **kdrummer@stonechild.edu**
SUTHERLAND, Susan ***Indian Education Professional Development Project and Education Faculty***	**(406) 395-4875 ext. 3252** **ssutherland@stonechild.edu**
LEEDS, Cyndi ***Teacher Education Faculty***	**(406) 395-4875 ext. 3252** **cleeds@stonechild.edu**

Cyndi Leeds, Dr. Kadene Drummer, and Susan Sutherland
Fall 2018

Appendix G: Common Education Acronyms and Terms

AR	Action Research - Classroom research for teachers
CAEP	Council for the Accreditation of Educator Preparation
ELL	English Language Learners
ESL	English as a Second Language
ETS	Educational Testing Service
InTASC	Interstate Teacher Assessment and Support Consortium
NBPTS	National Board for Professional Teaching Standards
NEA	National Education Association
NIEA	National Indian Education Association
OPI	Montana Office of Public Instruction
PEPPS	Montana Professional Educator Preparation Program Standards and Procedures
TEP	Teacher Education Program

Appendix H: Professional Organizations and Useful Education Websites

Educational Testing Service (ETS) http://www.ets.org/

Montana Office of Public Instruction (OPI) http://www.opi.state.mt.us/

Montana Content & Performance Standards: http://www.opi.state.mt.us/standards

Professional Educators Preparation Program Standards (PEPPS): www.opi.state.mt.us.pdf/PEPPS

Montana Education Employment Directory http://jobsforteachers.mt.gov/Index.html

National professional organizations (most have established standards for teachers)

Council for the Accreditation of Educator Preparation: http://caepnet.org/

National Association for the Education of Young Children http://www.naeyc.org/

The Association for Childhood Education International (ACEI): http://www.acei.org/

International Reading Association: http://www.reading.org

National Association for Music Education: http://www.menc.org

National Council of Teachers of English: http://www.ncte.org

National Council of Teachers of Mathematics (NCTM): www.nctm.org standards.nctm.org/

National Council for the Social Studies (NCSS): socialstudies.org, www.ncss.org

National Science Education Standards http://newton.nap.edu/html/nses/

National Standards for US History 5-12: www.sscnet.ucla.edu/nchs/standards

National Art Education Association: www.naea-reston.org/publications-list.html

Montana Teachers Associations

Montana Association of Teachers of English Language Arts (MATELA): www.opi.state.mt.us/matela

Montana Council of Teachers of Mathematics http://www.montanamath.org/index.html

Montana Environmental Education Association http://www.montanaeea.org/

Montana Indian Education Association http://www.mtiea.org/

Montana Science Teachers Association http://www.opi.state.mt.us/msta/

Montana State Reading Council (MSRC): http://www.montanareads.org

Other web-sites of interest

Wong, Harry. *The First Days of School*. (A primer for new teachers) http://www.harrywong.com

Beginning Teachers' Toolbox: http://www.inspiringteachers.com

New Teachers: http://k-6educators.about.com/

Unit Plans: *http://www97.intel.com/en/ProjectDesign/UnitPlanIndex/GradeIndex/#top*

Appendix I: Action Research Project Rubric

EDU 495 during Student Teaching
Carefully read through the instructions for the Action Research Project.

Rubric for Assessing Action Research Project on Impacts of Educational Performance				
Investigation parts	**Not acceptable (0)**	**Developing (1)**	**Proficient (2)**	**Exemplary (3)**
Research Question	The research question is unclear or too broad. No rationale is provided for the significance of the question. The relevant variables/issues involved are not clearly provided.	The research question is clear but the rationale for its significance and the variables issues involved are not clearly stated.	The research question is clearly stated. A thorough rationale explaining the significance of the question is provided. Relevant issues and variables are identified.	
A literature review on the proposed intervention	A review of the literature was not included or not relevant	A literature review included less than 4 relevant articles. The review provided some information on the proposed intervention but lacked detail or significance to the research proposal.	A literature review of 4-5 research based articles was critically reviewed. The review provided clear and relevant information on the proposed intervention and the identified problem with the purpose of mitigating the problem by increasing appropriate learning outcomes	The review reaches the level of Proficient and also includes at least one interview with an AI elder known to have relevant cultural knowledge related to the research question.
Assessment design	Assessments are not well designed to align with the learning objectives. Assessments are not well designed	Assessments are aligned with learning objectives but do not provide valuable information about impacts on	Assessments are directly aligned with stated learning objectives. Assessments are designed to provide valuable	

	to provide valuable information about student learning.	student learning.	information about student learning impacts.	
Study design	Research design is incomplete, unclear or inappropriate for the research question.	The research design is generally clear and supports the research question.	The research design is clear and supports the research question. Includes a clear description of procedures with both controlled and extraneous variables.	The design is Proficient but also includes limitations, delimitations, and provisions for anonymity or confidentiality.
Data collection and organization	Data are absent, poorly organized, and/or inappropriately displayed.	Data are organized and appropriately displayed using graphs, charts or tables.	Data are organized to allow for analysis and interpretation using graphs and charts.	
Analysis and interpretation of data	Inappropriate techniques used in data analysis and interpretation. Little or no evidence of the use of appropriate mathematics.	Appropriate techniques, mathematical and otherwise, used in data analysis and interpretation.	Thorough analysis and interpretation of data using appropriate parameters for processing and interpreting data. The interpretation of data is presented in relationship to expected outcomes.	Data are entered, organized, and analyzed using Excel or another spreadsheet.
Final conclusions	Conclusions are absent or not clearly related to the problem or supported by the data.	Conclusions are related to the problem and supported by the data.	Conclusions are based on the above analysis and directly answer the research question. Recommendations for modifying instruction based on the results of the study are provided.	.

Impacts on instruction	Discussion of ways to improve instructional outcomes, based on the data analysis, is absent.	Discussion of the research project includes suggestions for instructional improvements based on the project data analysis.	Discussion of the project includes suggestions for instructional improvements. Discussion further includes suggestions for modifying the research design and/or potential future research questions.	Discussion includes an assessment plan to serve as follow up and defines what level of demonstrated improvement will be considered successful.
Action Research Report	Research is not reported or is incomplete. Report is poorly written, with many grammatical errors.	Report of research meets minimal standards for completion. Some grammatical errors present	Report of research is complete and includes thorough description and discussion in each section. No grammatical errors found. APA format.	Report includes an appendix containing definitions of key terms, references, and a printout with results of surveys or assessments given.

Appendix J: Rubrics for TEP Interview and Resume

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
Communication Skills	Speech may be inaudible or poorly articulated. Language may contain numerous grammar, syntax, or spelling errors. Vocabulary may be vague or words are used inappropriately, or incorrectly.	Speech and written language are generally clear and correct. Vocabulary is correct although limited. Presentation is hard to follow at times.	Speech and written language are clear and standard usage is evident. Vocabulary is appropriate to the situation. Presentation is organized and easy to follow.	Speech and written language are exemplary; professional language and vocabulary reflect those of a master level teacher.

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
Resume	Difficult to follow; numerous errors in spelling or writing mechanics. Little or no experience relevant to teaching. No mention of trainings or certifications.	Lists work experiences, but lacks information about volunteer work or experiences with K-8 students. May have a few errors in spelling or writing mechanics. Trainings and certifications are minimally included or described.	Professional and easy to follow. Lists academic background, work & volunteer experiences, K-8 school experiences, trainings, certifications, and personal interests. Shows a clear commitment to becoming a professional educator. No errors in spelling or writing mechanics.	Candidate demonstrates the skills described as "proficient" beyond the expected level of a novice teacher.

Appendix K: Consent Form for Release of Information

STONE CHILD COLLEGE

DEPARTMENT OF EDUCATION

Release of Information Form

As a Field Practicum Candidate, I, _____, authorize the release of all pertinent information to any potential or established field placement site (Districts or Schools and their respective personnel). The information released may be written or verbal, and may include, but is not limited to, my contact information (address, phone, email), academic performance (transcripts), Professional Resume, Philosophy of Education, Background Check or other information as requested by the placement site.

Signatures

This document is effective until revoked in writing by me.

_____ _____ _____

Candidate's Full Address | City, State, Zip Code | Birth Date

_____ _____ _____

Candidate's Email Address | Candidate's Telephone Number

Student ID#

Your signature must be notarized.

(*Sign in front of a Notary Public)* _____

Candidate's Signature

_____

Date

State of _____

County of _____

Signed and acknowledged before me on the_____day of _____, 20_____ by _____.

_____

(Signature of Notary)

_____

(Name – typed, stamped, or printed)

Notary Public for the State of _____

Residing at _____

(SEAL)

My Commission Expires _____

Appendix L: Reflective Practice and Professional Growth Plan

Stone Child College
Elementary Education
Reflective Practice and Professional Growth Plan

The SCC Reflective Practice and Professional Growth Plan (RGP) is a documented source of teacher candidate growth from multiple sources of evidence based upon the SCC Education Department's Four Domains of Educator Preparation and Conceptual Framework. The RGP is organized around the 4 Domains, the 10 InTASC principles, Montana PEPP Standards, and related Assessment Indicators.

For each Domain, candidates will complete the following: 1. Articulate a statement of understanding for each InTASC principle in a **Reflective Essay**; 2. Gather and organize evidence; 3 Write reflective and summary statements about the evidence on an **Evidence Documentation Form**. 4. Share the draft documentation with others and revise. Each artifact of evidence will be submitted to a faculty member before presenting the RGP during a TEP I, II or III Interview.

Each piece of evidence will be evaluated with a standard rubric. One piece of evidence is required for each Domain for TEP I; two pieces of evidence for each InTASC Principle for TEP II; one additional piece of evidence per InTASC Principle for TEP III. The reflective essays and evidence are assessed based on the following ratings:

0= Unacceptable 1= Developing 2= Proficient 3=Exemplary

Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.

Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.

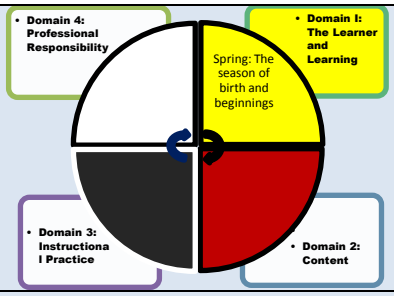
Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.

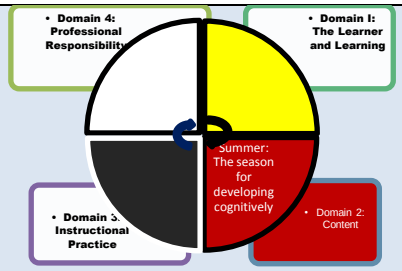
Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

Candidates must score at least a 1 (Developing) on all artifacts of evidence with no more than 20% of scores lower than a 2 (Proficient). Candidates must have a minimum of 80% of scores at proficient or higher to pass the TEP Interview.

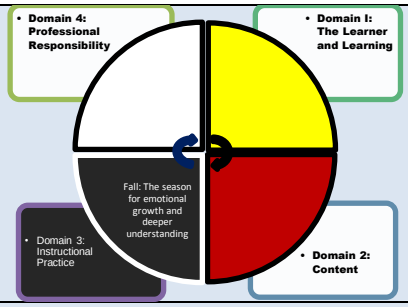
Candidate:_____Reviewers and Dates of Reviews:

TEP I;_____/_____ TEP II:_____/_____TEP III:_____/_____

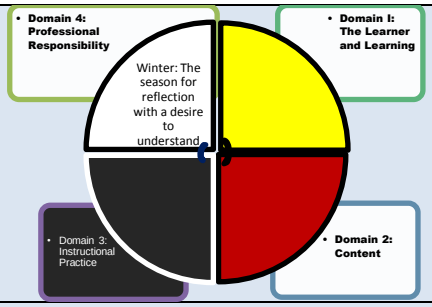
Domain 1		The Learner and Learning
InTASC Principle	**Description**	**Assessment Indicator**
InTASC Principle 1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1.1 Design and implement developmentally learning experiences for all learners
Reflective Essay on Principle 1	Rubric Score and Comments	
Description of Evidence	Rubric Scores and Comments	
InTASC Principle 2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	1.2 Ensure an inclusive environment for each learner
Reflective Essay on Principle 2	Rubric Score and Comments	
Evidence	Rubric Scores and Comments	
InTASC Principle 3: Learning	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	1.3 Develop and maintain a positive learning

Environments		environment that engages all learners
Reflective Essay on Principle 3	Rubric Scores and Comments	
Evidence	Rubric Scores and Comments	
Summary of Domain 1	**Summary of comments and frequencies of scores:**	
Domain 2		**Content**
InTASC Principle	**Description**	**Assessment Indicator**
InTASC Principle 4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	2.1 Demonstrate understanding of content area by using central concepts, tools of inquiry, and structure of the discipline; 2.2 Make discipline accessible and meaningful for learners
Reflective Essay on Principle 4	Rubric Scores and Comments	

Evidence	Rubric Scores and Comments	
InTASC Principle 5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	2.3 Integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content
Reflective Essay on Principle 5	Rubric Scores and Comments	
Evidence	Rubric Scores and Comments	
Summary of Domain 2	Summary of comments and frequencies of scores:	

Domain 3		**Instructional Practice**
InTASC Principle	**Description**	**Assessment Indicator**
InTASC Principle 6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	3.1 Develop and use multiple methods of assessment
Reflective Essay on Principle 6	Rubric Scores and Comments	
Evidence	Rubric Scores and Comments	
InTASC Principle 7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	3.2 Plan for instruction aligned to content standards
Reflective Essay on Principle 7	Rubric Scores and Comments	
Evidence	Rubric Scores and Comments	
InTASC Principle 8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	3.3 Use a variety of instructional strategies effectively;

		3.4 Differentiate instruction for all learners • For students with disabilities • For English language learners 3.5 Use technology effectively to support instruction
Reflective Essay on Principle 8	Rubric Scores and Comments	
Evidence	Rubric Scores and Comments	
Montana PEPP Standard 10.58.501 (l)	The teacher demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.	The teacher demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.
Reflective Essay on PEPP Standard 10.58.501 (l)	Rubric Scores and Comments	
Evidence	Rubric Scores and Comments	
Summary of Domain 3	Summary of comments and frequencies of scores:	

Domain 4		**Professional Responsibility**
InTASC Principle	**Description**	**Assessment Indicator**
InTASC Principle 9: Professional Learning and Ethical Practice	The candidate teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	4.1 Engage in ongoing professional learning to provide all learners with engaging learning experiences 4.2 Evaluate outcomes of teaching using a variety of data, including systematic observation, information about learners, research to adapt planning and practice 4.3 Reflect on teaching practices to improve instruction
Reflective Essay on Principle 9	Rubric Scores and Comments	
Evidence	Rubric Scores and Comments	
InTASC Principle 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	4.4 Work collaboratively with colleagues to meet the needs of all learners

Reflective Essay on Principle 10	Rubric Scores and Comments	
Evidence	Rubric Scores and Comments	
Summary of Domain 4	Summary of comments and frequencies of scores:	
Domain 1	_____% Developing TEP I _____% Proficient TEP I _____% Exemplary TEP I _____% Developing TEP II _____% Proficient TEP II _____% Exemplary TEP II _____% Developing TEP III _____% Proficient TEP III _____% Exemplary TEP III	
Domain 2	_____% Developing TEP I _____% Proficient TEP I _____% Exemplary TEP I _____% Developing TEP II _____% Proficient TEP II _____% Exemplary TEP II _____% Developing TEP III _____% Proficient TEP III _____% Exemplary TEP III	
Domain 3	_____% Developing TEP I _____% Proficient TEP I _____% Exemplary TEP I _____% Developing TEP II _____% Proficient TEP II _____% Exemplary TEP II _____% Developing TEP III _____% Proficient TEP III _____% Exemplary TEP III	
Domain 4	_____% Developing TEP I _____% Proficient TEP I _____% Exemplary TEP I _____% Developing TEP II _____% Proficient TEP II _____% Exemplary TEP II _____% Developing TEP III _____% Proficient TEP III _____% Exemplary TEP III	
OVERALL SCORES	_____% Developing TEP I _____% Proficient TEP I _____% Exemplary TEP I	

	_____% Developing TEP II _____% Proficient TEP II _____% Exemplary TEP II _____% Developing TEP III _____% Proficient TEP III _____% Exemplary TEP III	
Recommend-ations or remediation, and further professional development goals	TEP I TEP II TEP III	PASS TEP I:_____ PASS TEP II :_____ PASS TEP III:_____

Reminder for faculty review: Candidates must score at least a 1 (Developing) on all artifacts of evidence with no more than 20% of scores lower than a 2 (Proficient). Candidates must have a minimum of 80% of scores at proficient or higher to pass the TEP Interview.

_____

Candidate Dates

_____

Faculty Reviewer/s Dates

_____

Department Head Dates

Appendix M: SCC Education Department Reflective Essay Template

Domain: TEP: I II III COURSE #:

InTASC Principle #_____	State InTASC principle here:	State assessment indicator from the student handbook.

The essential elements assessed in the Reflective Essay are: 1) The writing of the essay must be clear and articulate and follow the 6 traits of writing (Ideas—the main message; Organization—the internal structure of the piece; Voice—the personal tone and flavor of the author's message; Word Choice—the vocabulary a writer chooses to convey meaning; Sentence Fluency—the rhythm and flow of the language; Conventions—the mechanical correctness; 2) the essay must include an explanation of how the Principle applies to the candidate's teaching and student learning; 3) the essay must describe examples of evidence related to the candidate's experiences and artifacts or evidence being submitted; 4) the essay must include a summary statement on the candidate's goals for continued growth and the candidate's continued commitment to implementing the principle in future work.

Stone Child College's Education Department
Reflective Essay Rubric

Candidate:_____Reviewed by_____Date:_____

Required Elements for the Reflective Essay	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
In a thoughtful, articulate, and clearly written essay: (1) Explain how the principle is relevant or meaningful to your teaching and student learning; (2) Describe ways you have implemented the principle or examples of evidence that support your strengths; (3) Summarize your commitment to the principle and highlight your goals related to the principle.	Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed.	Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.	Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.	Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

Score:_____ Comments and suggestions:

Reflective Essay Template and Guidelines

This document is intended to provide teacher candidates with information and examples for writing the Reflective Essays for the Reflective Practice and Professional Growth Plan. Refer to the **Reflective Essay Rubric** for detailed scoring information.

1) **Explain how the principle is relevant or meaningful to your teaching and student learning**

Describe what you believe is the *essence of the principle* – what does it mean? How can it be restated to show your understanding of it? Describe why the principle is important to the profession and to you personally/professionally. How does this principle support what you know about teaching and learning? Do you know others who have written about or exemplify this principle.

Example:

Domain 1: The Learner and Learning

InTASC Principle 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

Reflection: 1) As a future teacher, one on the areas that I am most interested in is how to learn about and meet the various developmental needs of my students. I believe it is very important for teachers to know each student's skills and learning patterns in order to individualize and meet each student's needs. As I gain experience in the classroom, I hope to be able to observe students' development and learning styles so that I can teach them most successfully. I think knowing your students is the first thing a teacher must do in order to best teach them. Teaching, to me, is about building relationships with students. James Comer said, "No significant learning can occur without a significant relationship." I think that the first step in developing relationships with students is getting to know each one individually from various sources, including families, observations, and assessments.

2) **Describe ways you have implemented the principle or examples of evidence that support your strengths**

Describe the experiences that you have had with the principle and/or examples of the evidence that you will place in your Reflective Growth Plan. This is your opportunity to highlight what you have done in relationship to the principle.

Example:

Domain 1: The Learner and Learning

InTASC Principle 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

Reflection: 2) I learned about children's development in our human development course and appreciated learning about the ways in which children's development can vary and also how to use this information in teaching and planning. As a preschool teacher, I have had opportunities to observe children's development and use these observations to plan for the children. By building on what the children already knew, I was scaffolding their learning (Vygotsky).
I have included evidence in my Reflective Growth Plan that shows my ability to use knowledge of children's development in my teaching. I am including an individual lesson plan that I developed for a student who was learning to write his name. The student did not know how to hold a pencil but did know how to use chopsticks. I used this knowledge and his skills with

chopsticks to show him the difference between the pencil and chopsticks and soon he was using the pencil.

3) Summarize your commitment to the principle and highlight your goals related to the principle

Describe how you are committed to the principle in your teaching and how you plan to continue to grow.

Example:

Domain 1: The Learner and Learning

InTASC Principle 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

Reflection: 3) In summary, I believe that all successful teaching begins with knowing the learner, and knowing that all learners develop and learn differently. I am committed to this principle in my teaching as I learn to be a more observant teacher and use the knowledge of my students to differentiate my instruction. I have used the feedback from my cooperating teachers to improve my skills in observing, planning, instructing, and then re-doing this cycle to encourage sustained student learning. I want to challenge each student appropriately and believe that with more planning and teaching experience and reflection, I was meet this goal.

Appendix N: Reflective Essay Course Plan

Reflective Essay Course Plan for Assessment of InTASC and PEPP Standards		
InTASC Principle	**TEP Stage**	**Course**
Domain 1: The Learner and Learning		
InTASC Principle 1: Learner Development	TEP I TEP II TEP III	EDU 220 (Human Growth & Dev't) EDU 340 (Literacy Assessment and Instruction) EDU 490 (Student Teaching)
InTASC Principle 2: Learning Differences	TEP II TEP III	EDU 337 (Teaching Exceptional Learners) EDU 490 (Student Teaching)
InTASC Principle 3: Learning Environments	TEP II TEP III	EDU 309 (Guiding Social Dev't and Class Management) EDU 490 (Student Teaching)
Domain 2: Content		
InTASC Principle 4: Content Knowledge	TEP I TEP II TEP III	EDU 200 (Intro to Education) EDU 380/EDU330 (Clinical Exp 1 and Methods of Teaching Social Studies) EDU 490 (Student Teaching)
InTASC Principle 5: Application of Content	TEP II TEP III	EDU 480 (Clinical Exp 2) EDU 490 (Student Teaching)
Domain 3: Instructional Practice		
InTASC Principle 6: Assessment	TEP II TEP III	EDU 307 (Curriculum. Planning and Assessment) EDU 490 (Student Teaching)
InTASC Principle 7: Planning for Instruction	TEP II TEP III	EDU 307 (Curriculum, Planning and Assessment) EDU 490 (Student Teaching)
InTASC Principle 8: Instructional Strategies	TEP I	EDU 270 (Instructional Technology)

	TEP II TEP III	EDU 480 (Clinical Exp II) EDU 490 (Student Teaching)
Domain 4: Professional Responsibility		
InTASC Principle 9: Professional Learning and Ethical Practice	TEP I TEP II TEP III	EDU 225 (Ed Psych) EDU 460 (Action Research) EDU 490 (Student Teaching)
InTASC Principle 10: Leadership and Collaboration	TEP II TEP III	EDU 305 (Parent Partnerships and Collaboration) EDU 490 (Student Teaching)
PEPPS 10.58.501 (l)	TEP I TEP II TEP III	EDU 235 (Intro to Indian Ed) EDU 311 (Cultures, Diversity & Ethics) EDU 490 (Student Teaching)

COURSES DESIGNATED FOR ASSESSMENTS OF InTASC PRINCIPLES AND PEPP STANDARDS

TEP I

Domain 1
Reflective Essay for InTASC Principle 1: EDU 220
Evidence Documentation Form for 10.58.532 (a): EDU 220

Domain 2
Reflective Essay for InTASC Principle 4: EDU 200
Evidence Documentation Form for 10.58.532 (b): EDU 200

Domain 3
Reflective Essay for InTASC Principle 8: EDU 270
Evidence Documentation Form for 10.58.532 (m): EDU 270

Domain 4
Reflective Essay for InTASC Principle 9: EDU 225

PEPPS 10.58.501 (j)
Reflective Essay for 501 (m): EDU 235
Evidence Documentation Form for 501 (m): EDU 235

TEP II

Domain 1

Reflective Essay for InTASC Principle 1: EDU 340
Evidence Documentation Form for 10.58.532 (a): EDU 340

Reflective Essay for InTASC Principle 2: EDU 337
Evidence Documentation Form for 10.58.532 (l): EDU 311 and EDU 337

Reflective Essay for InTASC Principle 3: EDU 309
Evidence Documentation Form for 10.58.532 (n) and (o): EDU 309

Domain 2
Reflective Essay for InTASC Principle 4: EDU 330 and EDU 380
Evidence Documentation Form for 10.58.532 (b): EDU 380

Reflective Essay for InTASC Principle 5: EDU 480
Evidence Documentation Forms for 10.58.532 (c), (d), (e), (f), (g), (h), (i), (m): EDU 340, EDU 344, EDU 430, EDU 420, EDU 330, EDU 440, EDU 350, and EDU 380

Domain 3
Reflective Essay for InTASC Principle 6: EDU 307
Evidence Documentation Form for 10.58.532 (p): EDU 307

Reflective Essay for InTASC Principle 7: EDU 307
Evidence Documentation Form for 10.58.532 (j): EDU 307

Evidence Documentation Form for 10.58.532 (k): EDU 380 and EDU 480
Reflective Essay for InTASC Principle 8: EDU 480

Evidence Documentation Form for 10.58.532 (j): EDU 307; 10.58.532 (k) EDU 380 and EDU 480

Domain 4
Reflective Essay for InTASC Principle 9: EDU 460
Evidence Documentation Forms (3) for 10.58.501 (i): EDU 460

Reflective Essay for InTASC Principle 10: EDU 305
Evidence Documentation Forms for 10.58.501 (j); (k): EDU 305

PEPPS 10.58.501 (j)
Reflective Essay for 501 (L): EDU 311
Evidence Documentation Form for 501 (L): EDU 311 and EDU 337

TEP III

Domain 1

Reflective Essay for InTASC Principle 1: EDU 490
Evidence Documentation Form: EDU 490
Reflective Essay for InTASC Principle 2: EDU 490
Evidence Documentation Form: EDU 490
Reflective Essay for InTASC Principle 3: EDU 490
Evidence Documentation Form: EDU 490

Domain 2

Reflective Essay for InTASC Principle 4: EDU 490
Evidence Documentation Form: EDU 490
Reflective Essay for InTASC Principle 5: EDU 490
Evidence Documentation Form: EDU 490

Domain 3

Reflective Essay for InTASC Principle 6: EDU 490
Evidence Documentation Form: EDU 490
Reflective Essay for InTASC Principle 7: EDU 490
Evidence Documentation Form: EDU 490
Reflective Essay for InTASC Principle 8: EDU 490
Evidence Documentation Form: EDU 490

Domain 4

Reflective Essay for InTASC Principle 9: EDU 490
Evidence Documentation Form: EDU 495
Reflective Essay for InTASC Principle 10: EDU 490
Evidence Documentation Form: EDU 490

PEPPS 10.58.501 (j)

Reflective Essay for 501 (m): EDU 490
Evidence Documentation Form for 501 (m): EDU 490

Appendix O: SCC Education Department Evidence Documentation Form

Evidence Documentation Form, Rubric and Guidelines

1) Describe the artifact or piece of evidence that you are submitting for the InTASC Principle or Assessment Indicator.

2) Describe how the artifact is related to the InTASC Principle or Assessment Indicator

3) **Summarize the feedback that you received on this artifact and any revisions you made due to the feedback.**

SCC Education Department Evidence Documentation Form Rubric

Domain: TEP: I II III COURSE

InTASC Principle #_____	State InTASC principle here:	State assessment indicator from the student handbook.

1. Describe the piece of evidence you are submitting.
2. Explain how this piece of evidence relates to the InTASC principle or assessment indicator.
3. Summarize the feedback that you received on this artifact and any revisions you made due to the feedback.

Level of Performance	**0 Unacceptable**	**1 Developing**	**2 Proficient**	**3 Exemplary**
Evidence Documentation	Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.	Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.	Proficient (2) i s defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.	Exemplary (3) i s defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

Evidence Documentation Guidelines

This document is intended to provide teacher candidates with information and examples for writing and submitting the Evidence Documentation Forms for the Reflective Practice and Professional Growth Plan. Refer to the **Evidence Documentation Rubric** for detailed scoring information.

1) **Describe the artifact or piece of evidence that you are submitting for the InTASC Principle or Assessment Indicator**

Example:

Domain 1: The Learner and Learning

InTASC Principle 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

I am submitting my philosophy of education as evidence of meeting the standard related to student learning. I believe that by having a well-developed philosophy statement about how I believe children develop and learn, I can be more aware of how I am able to meet students' developing needs in my teaching. I have learned much from educational theorists, such as Jean Piaget, and am able to describe in my philosophy statement how I apply his theory in my teaching.

2) **Describe how the artifact is related to the InTASC Principle or Assessment Indicator**

Example:

Domain 1: The Learner and Learning

My philosophy essay relates to this standard as it is critical for teachers to understand how children develop and grow, and to be aware of the various theories that influence us as we support children's development and learning. I have used my philosophy essay to reflect on what I think is important to teach children, how to teach them, and how to improve on my teaching. I think a thoughtful teaching philosophy is an important place to begin to articulate what is important in one's teaching and why.

3) **Summarize the feedback that you received on this artifact and any revisions you made**

Example:

Domain 1: The Learner and Learning

I have revised my philosophy statement and beliefs about children's learning as I have taken courses and learned from my instructors and the experts in the field. I understand more clearly how children vary in their development from each other and how I can support each child's learning by first knowing about each child. I appreciated the feedback from my instructors so that I can describe not only what I think about how children develop, but I can also quote others who have done much research and contributed to our understanding about how people develop and learn. I still have much to learn but I'm proud of my philosophy statement as it shows what I know about learners and the process of learning.

Appendix P: Professional Actions and Critical Dispositions Assessment

Stone Child College's Education Department
Professional Actions and Critical Dispositions Assessment

The purpose of the SCC Professional Actions and Critical Dispositions Assessment (PACD) is to ensure that Stone Child College teacher candidates are knowledgeable about the professional standards of ethical conduct for educators, and are supported and held accountable to these dispositions in their preparation and upon completion of the teacher education program. In order to effectively build habits of professional action, candidates need early and frequent exposure and support relative to the moral commitments of the profession.

The PACD Assessment is initially conducted as a self-assessment as SCC teacher candidates begin their field experience in EDU 200 Introduction to Education and again during EDU 490 Student Teaching. This initial assessment is meant to provide the candidates with information about the expectations of behavior when working with children and families in schools and the community. SCC believes that each candidate is a reflection of the College, and of themselves, as he or she works with children and families, and therefore, communicates the importance of professionalism to the candidates in this self-assessment.

The PACD Assessment is also utilized as a candidate evaluation during EDU 380 and EDU 490. The assessment is conducted by cooperating field and mentor teachers and provides the candidate with feedback for the Reflective Practice and Professional Growth Plan.

The PACD is organized around the 4 Domains of the Conceptual Framework and is scored using the SCC rubric criteria: 0 = Unacceptable; 1 = Developing; 2 = Proficient; 3 = Exemplary. The indicators for this assessment are based on the InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (CCSS0, 2013).

The definitions for the levels of performance are: Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed; Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area; Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment; Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

Domain 1: The Learner and Learning	0	1	2	3	Comments
The candidate values diverse languages and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.					
The candidate makes learners feel valued and helps them learn to value each other.					
The candidate seeks to foster respectful communication among all members of the learning community					
The candidate takes responsibility for promoting learners' growth and development.					

Domain 2: Content	0	1	2	3	Comments
The candidate values flexible learning					

environments that encourage learner exploration, discovery, and expression across content areas.					
The candidate keeps abreast of new ideas and understandings in the field					
The candidate is committed to work toward each learner's mastery of disciplinary content and skills.					

Domain 3: Instructional Practice	0	1	2	3	Comments
The candidate values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.					
The candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.					
The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs					
The candidate takes responsibility for aligning instruction and assessment with learning goals					

Domain 4: Professional Responsibility	0	1	2	3	Comments
The candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.					
The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.					
The candidate takes responsibility for contributing to and advancing the profession.					
The candidate sees him/herself as a learner, continuously seeking opportunities to utilize action research data and results as sources of analysis and reflection to improve practice.					

Appendix Q: Elementary PEPP Standards and Course Alignment Charts

Elementary Education Standards MT PEPPS 10.58.532	**Courses in addition to EDU 490**
(1) The program requires that successful candidates:	Assessed in…
(a) demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual student development, acquisition of knowledge, and engagement in learning;	EDU 220; EDU 225
(b) demonstrate knowledge, understanding, and use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels;	EDU 200, EDU 307, EDU 330 and EDU 380
(c) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement;	EDU 301, EDU 340 and EDU 344
(d) demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	EDU 430
(e) demonstrate knowledge, understanding, and use of the major concepts and procedures that define number operations, algebra, geometry, measurement, data analysis and probability to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	EDU 420
(f) demonstrate knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;	EDU 330
(g) demonstrate knowledge, understanding, and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;	EDU 440
(h) demonstrate knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students;	EDU 350
(i) demonstrate knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all elementary students;	EDU 350
(j) demonstrate knowledge, understanding, and use of interdisciplinary connections to	EDU 307

integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;	
(k) plan and implement instructional strategies based on knowledge of individual students, learning theory, content, connections across the curriculum, curricular goals, and community;	EDU 380 and EDU 480
(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;	EDU 235, EDU 311 and EDU 337
(m) demonstrate knowledge of proven instructional strategies and use this knowledge to develop elementary students' ability to use critical thinking, problem solving, and current and emerging technologies;	EDU 270, EDU 380 and EDU 480
(n) demonstrate knowledge and understanding of individual and group motivation and behavior and apply this knowledge and understanding to foster active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments;	EDU 309
(o) use knowledge and understanding of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students; and	EDU 309
(p) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.	EDU 307

Elementary Education Standards **MT PEPPS 10.58.501**	**Courses in addition to EDU 490**
(1) The program requires that successful candidates:	Assessed in…
(a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;	
(b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;	
(c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;	
(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;	
(e) demonstrate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;	
(f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;	
(g) plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;	
(h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;	
(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and action s on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;	
(j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;	
(k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and	
(l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.	

Appendix R: Applications for TEP and Student Teaching

APPLICATION TO THE TEACHER EDUCATION PROGRAM
STONE CHILD COLLEGE

Name (Last, First and Middle Initial) _____ Student ID number _____

Local address _____ Home phone _____

City _____ State _____ Zip _____ email address _____

Permanent address _____ Cell phone (if applicable) _____

City _____ State _____ Zip _____ Phone number of someone who can contact you at any time. _____

Student Signature _____ Date _____

Check that each item is included in the application.

_____ Application **with advisor signature**
_____ A professional resume which includes relevant trainings and certification
_____ Current Federal Background Check completed and cleared
_____ GPA requirements met and completion of general education courses
____ Passing score on the TEP Stage 1 Reflective Practice and Professional Growth Plan
____ Passing score on the TEP Stage 1 Interview
____ Current CPR/First Aid certifications
____ Completed the "Navigating the Other Side of Teaching" modules
____ Completed the Professional Actions and Critical Dispositions Self-Assessment
____ Release of Information Consent Form

For department use only – this application will not be accepted without the advisor's signature.

I have reviewed this candidate's application _____ All requirements met.
_____ No deficiencies (see Program Clearance Summary).

_____
Advisor Signature

_____
Ed. Dept. Head Signature

APPLICATION FOR ELEMENTARY STUDENT TEACHING
STONE CHILD COLLEGE

Name (Last, First and Middle Initial) _____ Student ID number _____

Local address _____ Home phone _____

City _____ State _____ Zip _____ email address _____

Permanent address _____ Cell phone (if applicable) _____

City _____ State _____ Zip _____ Phone number of someone who can contact you at any time. _____

I have read all the information in this packet and am aware of my responsibilities. I understand I will not be eligible for student teaching if I do not meet all of the stated requirements by the end of the term preceding student teaching. ***Once a placement has been confirmed, I understand that I may not request a change in the placement, except in extreme circumstances and only following a thorough review and approval by the Education Department Head.***

I am aware that student teaching is a full-time commitment and that SCC discourages student teachers from taking other classes or being employed while student teaching.

I understand that this information will be shared with student teaching sites and SCC personnel as part of the placement process and that I am not guaranteed a placement location of my preference.

_____ _____

Student Signature Date

For department use only – this application will not be accepted without the advisor's signature.

I have reviewed this student's progress. _____ All requirements met.
_____ Deficiencies (see Program Clearance Summary).

_____

Advisor Signature

_____

Ed. Dept. Head Signature

STUDENT TEACHING PLACEMENT REQUEST

For _____ Semester, _____ (year)

Location Selection: Indicate your top three preferences for geographic area, not specific school site or community: (1 = first choice; 2 = second choice; 3 = third choice)

1._____

2._____

3._____

Grade level preference: Indicate your top three grade levels (eg. Kindergarten, 1st grade, 2nd grade, etc.)

1._____

2._____

3._____

Special Considerations: **List transportation availability, wheel chair accessibility, interpreters, guides, etc.**

_____

_____

_____

For office use only – check that each item is included in the application.

_____ Application/Information Sheet **with advisor signature**
_____ Placement Request Form
_____ Release of Information Consent Form
_____ Current Federal Background Check completed and cleared
_____ Resume - **three copies**
_____ Autobiographical Essay - **three copies**

Appendix S: Montana Code of Ethics

Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

Principle I. Commitment to Students and Families. The ethical educator:

A. Makes the well-being of students the foundation of all decisions and actions.
B. Promotes a spirit of inquiry, creativity, and high expectations.
C. Assures just and equitable treatment of every student.
D. Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical or illegal practice of any person.
E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students, or is required by law.
F. Respects the roles, responsibilities and rights, of students, parents and guardians.
G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

A. Fulfills professional obligations with diligence-and integrity.
B. Demonstrates continued professional growth, collaboration and accountability.
C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.
D. Contributes to the development of the profession's body of knowledge.
E. Manages information, including data, with honesty.
F. Teaches without distortion, bias, or prejudice.
G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

A. Models the principles of citizenship in a democratic society.
B. Understands and respects diversity.
C. Protects the civil and human rights of students and colleagues.
D. Assumes responsibility for personal actions.
E. Demonstrates good stewardship of public resources.
F. Exemplifies a positive, active role in school-community relations.
G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Appendix T: Expectations of Candidate Dispositions and Behavior

Stone Child College Education Department
Expectations of Candidate Professional Dispositions

The Stone Child College Education Department has established a set of expectations and guidelines with regard to candidate attendance, coursework, and professional dispositions that are outlined in this document. It is essential to read and thoroughly understand these policies, as they are an important facet of your growth as a successful teacher candidate.

1. **Attendance**

1a. Education courses are highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. Therefore, it is required that candidates attend all class sessions. Some in-class assignments cannot be made up! Candidates are expected to be on time for class and stay until the designated time for dismissal. Candidates consistently arriving late or leaving class at inappropriate times will be referred for remediation (see below). Problems related to attendance issues may affect course grades. It is fully the responsibility of the candidate to acquire materials and information missed during unavoidable absences. These can be acquired from other candidates, or from the instructor when appropriate.

1b. Candidates experiencing problems with attendance are responsible for communicating with their instructor(s) prior to a late or missed class, or immediately following if prior notification is not possible. This notification does not excuse the absence, but is a professional courtesy to the instructor.

2. **Coursework**

2a. Course assignments need to be turned in to the instructor on the day they are due, without exception. Besides being a professional expectation, this is also important in terms of fairness to other students who do complete assignments on time. If a late submission of an assignment is necessary (and acceptable to the instructor), candidates will likely receive a reduction in points at the discretion of the instructor. Once again, it is the student's responsibility to acquire course materials and assignments in the event of missed classes. Absence is NOT an excuse for late coursework.

2b. All submitted work must be representative of college-level ability, particularly given the fact that candidates are preparing for careers in professional teaching. Written assignments should be edited for appropriate grammar, spelling, and usage. Professional educators stand as role models for the correct use of language, and teacher candidates must make this a priority in their overall development as teaching professionals.

2c. Plagiarism involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and **always** acknowledge the ideas of others and cite your sources of information. Plagiarism may result in failure of the assignment, the course, or possible expulsion from school.

3. Courtesy and Respect with Peers, Instructors and Presenters

3a. It is expected that candidates behave in a respectful and courteous manner when attending class, conducting field work, and when interacting with peers, instructors, and guest presenters. This can be demonstrated by attentiveness during presentations, by keeping cell phones and other devices turned off, and by refraining from engaging in "side conversations" with others during presentations, activities, and lectures. Being focused and respectful is a matter of professional courtesy and is part of one's evolution as a teacher. Candidates are encouraged to develop an educational philosophy and practice that realizes the potential of smartphones as a tool in the classroom and not a distraction.

3b. During interactions where students have concerns regarding course policies, procedures, grades, or other issues, they must request an appropriate time outside of class (preferably during office hours) to discuss the issue with the instructor as a first step. Both instructor and candidate are expected to interact in a professional and courteous manner at all times. If a problem is still unresolved, the matter may then be brought to the attention of the Department Head for discussion.

3c. The relationships developed between peers within learning cohorts in Teacher Education Programs are an integral part of professional development in teaching. The manner in which candidates interact with each other as classmates will provide important insights and practice for the professional relationships new teachers will have to manage once employed in schools. With this in mind, it is imperative that peer candidates show respect and tolerance for each other's differences in perspectives. Substantial difficulties or conflicts that may arise between students must always be dealt with outside of class time, so as not to disrupt the learning process for other students. Individuals need to agree upon a time and space for a mutually respectful discussion to address the issue(s) in a way that does not interfere with the class. This should involve the students themselves, but at times it may be appropriate to invite the instructor's participation, depending on the circumstances.

4. Personal Behaviors

4a. SCC teacher candidates must exhibit dispositions and behaviors befitting a professional educator. Any actions that indicate the candidate may be unfit to work with children or perform in school settings will not be tolerated. Among these behaviors are the following:

- Substance abuse of any kind
- Inappropriate disclosure or breach of confidential information
- Inappropriate physical contact or communication with a student, peer, instructor, or school personnel
- Criminal activity

4b. The SCC Education Department Head will reserve the right to make a final determination regarding the severity of inappropriate behaviors. Serious breaches of these guidelines may result in the candidate's removal from the Teacher Education Program.

5. Remediation

In the event that a candidate has experienced a problem complying with the above guidelines and policies, she / he may be referred for remediation. The candidate would then be put on a

Candidate Remediation Plan (CRP). The CRP is an intervention / action plan designed to assist the candidate in growing professionally and acquiring the skills necessary to be a successful teaching candidate.

The process for addressing student disposition issues will work as follows:

1. If there is an infraction according to the expectations outlined above, the student will be given an initial **verbal warning**. Students in online courses will receive a written "first warning" that will not be formally filed.

2. Following the verbal warning, if the problem has not been addressed to the satisfaction of the instructor, the candidate will receive a formal **written warning**, a copy of which will be retained in the candidate's department file.

3. In the event that the issue is still unresolved following the written notification, the student will then be referred for a **CRP**. This action plan will specifically identify the problematic issue(s) and outline the steps needed for the issue(s) to be resolved. The development and implementation of the CRP will involve the candidate and appropriate faculty and administrative personnel. Copies will be provided to the candidate and retained in their department file. As mentioned above, the purpose of this process is to ensure that candidates meet their challenges and grow professionally. If a candidate does not take the steps outlined in the CRP to remediate the issue(s) identified, they may be removed from the Teacher Education Program.

I have read, understand, and agree to comply with the Stone Child College Education Department Expectations for Candidate Dispositions

_____ _____

Candidate Signature Date

Appendix U: Praxis II Preparation Guide and Study Plan

Praxis® Elementary Education: Content Knowledge (5018) Study Plan

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
I. Reading and Language Arts (35%) A. Reading: Foundational Skills						
1. Understands the role of phonological awareness in literacy development a. Explains the importance of phonological awareness as a foundational skill for literacy development b. Identifies and provides examples of phonemes, syllables, onsets, and rimes c. Identifies and provides examples of blending, segmenting, substituting, and deleting phonemes, syllables, onsets, rimes						
2. Understands the role of phonics and word analysis in literacy development a. Explains the importance of phonics and word analysis in literacy development b. Distinguishes among common letter-sound correspondences and spelling conventions c. Distinguishes high-frequency sight words from decodable words appropriate for particular grades d. Identifies roots and affixes to decode unfamiliar words e. Recognizes various stages						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
of language acquisition (e.g., WIDA taxonomy) f. Delineates common phonics and word-recognition approaches for ELLs (pedagogy) g. Differentiates syllabication patterns (e.g., open, closed, CVe)						
3. Understands the role of fluency (e.g., rate, accuracy) in literacy development a. Defines fluency and related terms (e.g., accuracy, rate, prosody) b. Explains the impact of fluency on comprehension						
B. Reading: Literature and Informational Text						
1. Understands how to use key ideas and details to comprehend literature and informational text a. Identifies the key details, moral, and/or theme of a literary text, citing specific textual evidence b. Identifies the key details and/or central idea of an informational text, citing specific textual evidence c. Makes inferences from a text and supports them with appropriate evidence d. Summarizes information from a text e. Analyzes the characters, setting, and plot of a literary text f. Analyzes the relationships among individuals, events, ideas, and concepts in an						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
informational text						
2. Understands how features and structures of text across genres affect comprehension a. Identifies structural elements of literature across genres (e.g., casts of characters and stage directions in drama, rhyme and meter in poetry) b. Uses text features (e.g., headings, sidebars, hyperlinks) to locate information in a print or digital informational text c. Identifies organizational structures of informational text (e.g., cause/effect, problem/solution) d. Identifies how structural elements contribute to the development of a literary text as a whole						
3. Understands the concept of point of view using evidence from the text a. Identifies author's point of view in various genres and supports conclusions with evidence from the text b. Compares multiple accounts of the same event or topic to identify similarities or differences in point of view c. Identifies how point of view impacts the overall structure of a literary or informational text						
4. Understands how to integrate and compare written, visual, and oral						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
information from texts and multimedia sources a. Explains how visual and oral elements enhance the meaning and effect of a literary text (e.g., picture book, graphic novel, multimedia presentation of a folktale) b. Compares the written version of a literary text with an oral, staged, or filmed version c. Compares two or more literary texts that address the same theme d. Compares two or more informational texts that address the same topic e. Interprets visual and multimedia elements in literary and informational texts f. Evaluates key claims in a text and supports them with reasons and evidence from the text						
5. Knows the role of text complexity in reading development a. Explains the three factors (i.e., quantitative, qualitative, and reader and task) that measure text complexity b. Identifies features of text-leveling systems						
C. Writing						
1. Understands the characteristics of common types of writing a. Distinguishes among common types of writing (e.g.,						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
opinion/argument, informative/explanatory, narrative) b. Identifies the purpose, key components, and subgenres (e.g., speeches, advertisements, narrative poems) of each common type of writing c. Evaluates the effectiveness of writing samples of each type						
2. Understands the characteristics of effective writing a. Evaluates the appropriateness of a particular piece of writing for a specific task, purpose, and audience b. Evaluates the development, organization, or style of a piece of writing c. Identifies appropriate revisions to strengthen a piece of writing d. Writes clearly and coherently e. Identifies the interrelationships among planning, revising, and editing in the process of writing						
3. Knows the developmental stages of writing (e.g., picture, scribble) a. Identifies the grade-appropriate continuum of student writing						
4. Knows the importance of digital tools for producing and publishing writing and for interacting with others						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
a. Identifies the characteristics and purposes of a variety of digital tools for producing and publishing writing b. Identifies the purposes of a variety of digital tools for interacting with others						
5. Knows the research process a. Identifies the steps in the research process b. Distinguishes between primary and secondary sources and their uses c. Distinguishes between reliable and unreliable sources d. Distinguishes between paraphrasing and plagiarizing e. Knows how to locate credible print and digital sources, locate information within the sources, and cite the sources						
D. Language						
1. Knows the conventions of standard English grammar, usage, mechanics, and spelling when writing, speaking, reading, and listening a. Explains the function of different parts of speech b.Corrects errors in usage, mechanics and spelling c. Identifies examples of different sentence types (e.g., simple, compound, compound-complex) d. Identify how varieties of English (e.g., dialects, registers) used in stories, dramas, or poems support the						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
overall meaning						
2. Understands how to determine the meaning of words and phrases a. Determines the literal meaning of unknown words and phrases from context, syntax, and/or knowledge of roots and affixes b. Identifies types of figurative language c. Interprets figurative language d. Analyzes the relationship between word choice and tone in a text						
3. Understands characteristics of conversational, academic, and domain-specific language a. Differentiates among the three tiers of vocabulary b. Identifies relevant features of language such as word choice, order, and punctuation						
E. Speaking and Listening						
1. Knows the characteristics of effective collaboration to promote comprehension a. Identifies techniques to communicate for a variety of purposes with diverse partners b. Identifies the characteristics of active listening						
2. Knows the characteristics of engaging oral presentations a. Identifies elements of engaging oral presentations (e.g., volume, articulation,						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
awareness of audience)						
II. Mathematics (29%) A. Numbers and Operations						
1. Understands the place value system a. Writes numbers using base-10 numerals, number names, and expanded form b. Composes and decomposes multi-digit numbers c. Given a digit, identifies the place the digit is in and its value in that place d. Recognizes that a digit in one place represents ten times what it represents in the place to its right and one-tenth what it represents in the place to its left, and extend this recognition to several place to the right or left e. Uses whole-number exponents to denote powers of 10 f. Rounds multi-digit numbers to any place value						
2. Understands operations and properties of rational numbers a. Solves multistep mathematical and real-world problems using addition, subtraction, multiplication, and division of rational numbers and shows knowledge of how to classify problem situations, inverse operations, remainders, concepts of zero, absolute value, and opposites b. Understands various strategies and algorithms used to perform operations on						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
rational numbers c. Recognizes concepts of rational numbers and their operations, including those related to unit fractions, composition and decomposition of fractions, comparing fractions d. Solves problems using the order of operations, including problems involving whole-number exponents e. Identifies properties of operations (e.g., commutative, associative, distributive) and uses them to solve problems f. Represents rational numbers and their operations in different ways, using drawings, models, number lines, arrays g. Compares, classifies, and orders rational numbers h. Converts between fractions, decimals, and percents						
3. Understands proportional relationships and percents a. Applies the concepts of ratios and unit rates to describe relationships between two quantities b. Understands percent as a rate per 100 c. Solves unit-rate problems d. Uses proportional relationships to solve ratio and percent problems						
4. Knows how to use basic concepts of number theory a. Identifies and uses prime and composite numbers						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
b. Finds factors and multiples of numbers						
5. Knows a variety of strategies to determine reasonableness of results a. Recognizes the reasonableness of results within the context of a given problem b. Uses mental math, estimation, and rounding strategies to solve problems and determine reasonableness of results						
B. Algebraic Thinking						
1. Knows how to evaluate and manipulate algebraic expressions, equations, and formulas a. Differentiates between algebraic expressions and equations b. Adds and subtracts linear algebraic expressions c. Uses the distributive property to generate equivalent linear algebraic expressions d. Evaluates simple algebraic expressions (i.e., one variable, binomial) for given values of variables e. Uses mathematical terms to identify parts of expressions and describe expressions f. Translates between verbal statements and algebraic expressions or equations (e.g., the phrase "the number of cookies Joe has is equal to twice the number of cookies Sue has" can be represented						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
by the equation $j = 2s$) g. Uses formulas to determine unknown quantities h. Differentiates between dependent and independent variables in formulas						
2. Understands the meanings of the solutions to linear equations and inequalities a. Solves multistep one-variable linear equations and inequalities b. Interprets solutions of multistep one-variable linear equations and inequalities (e.g., graphs the solution on a number line, states constraints on a situation) c. Uses linear relationships represented by equations, tables, and graphs to solve problems						
3. Knows how to recognize and represent patterns (e.g., number, shape) a. Identifies, extends, describes, or generates number and shape patterns b. Makes conjectures, predictions, or generalizations based on patterns c. Identifies relationships between the corresponding terms of two numerical patterns (e.g., find a rule for a function table)						
C. Geometry and Measurement						
1. Understands how to classify one-, two-, and three-dimensional figures a. Uses definitions to identify						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
lines, rays, line segments, parallel lines, and perpendicular lines b. Classifies angles based on their measure c. Composes and decomposes two- and three-dimensional shapes d. Uses attributes to classify or draw polygons and solids						
2. Knows how to solve problems involving perimeter, area, surface area, and volume a. Represents three-dimensional figures with nets b. Use nets that are made of rectangles and triangles to determine the surface area of three-dimensional figures c. Finds the area and perimeter of polygons, including those with fractional side lengths d. Finds the volume and surface area of right rectangular prisms, including those with fractional edge lengths e. Determines how changes to dimensions change area and volume						
3. Knows the components of the coordinate plane and how to graph ordered pairs on the plane a. Identifies the x-axis, the y-axis, the origin, and the four quadrants in the coordinate plane b. Solves problems by plotting points and drawing polygons in the coordinate plane						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
4. Knows how to solve problems involving measurement a. Solves problems involving elapsed time, money, length, volume, and mass b. Measures and compares lengths of objects using standard tools c. Knows relative sizes of United States customary units and metric units d. Converts units within both the United States customary system and the metric system						
D. Data, Statistics, and Probability						
1. Is familiar with basic statistical concepts a. Identifies statistical questions b. Solves problems involving measures of center (mean, median, mode) and range c. Recognizes which measure of center best describes a set of data d. Determines how changes in data affect measures of center or range e. Describes a set of data (e.g., overall patterns, outliers)						
2. Knows how to represent and interpret data presented in various forms a. Interprets various displays of data (e.g., box plots, histograms, scatterplots) b. Identifies, constructs, and completes graphs that correctly represent given data (e.g., circle graphs, bar graphs,						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
line graphs, histograms, scatterplots, double bar graphs, double line graphs, box plots, and line plots/dot plots) c. Chooses appropriate graphs to display data						
3. Is familiar with how to interpret the probability of events a. Interprets probabilities relative to likelihood of occurrence						
III. Social Studies (18%) A. Geography, Anthropology, and Sociology						
1. Knows world and regional geography a. Is familiar with spatial terms and can identify spatial patterns of people, places, and environments b. Identifies the characteristics of places and regions c. Locates major physical features of geography (e.g., mountain ranges, bodies of water) d. Locates major political features of geography (e.g., continents, countries, states, cities) e. Demonstrates basic geographic literacy (e.g., uses and interpretations of different types of maps, understanding of the concepts of absolute and relative location, identification of cardinal and intermediate directions)						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
2. Understands the interaction of physical and human systems a. Demonstrates knowledge of how humans change the environment b. Demonstrates knowledge of how the environment affects human activities c. Understands the importance of natural and human resources						
3. Knows the uses of geography a. Applies geography to interpret the past and the present and to plan for the future						
4. Knows a. Demonstrates knowledge of society's groups, institutions, and organizations b. Demonstrates knowledge of how human behavior is influenced by society						
B. World History						
1. Knows the major contributions of classical civilizations such as Egypt, Greece, and Rome a. Demonstrates knowledge of how modern civilizations reflect, mirror, and learn from the contributions of ancient civilizations						
2. Understands twentieth-century developments and transformations in world history						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
a. Demonstrates knowledge of the causes and effects of the First and Second World Wars and the Cold War b. Demonstrates knowledge of technological developments (e.g., transportation, communication, tools) c. Demonstrates knowledge of the causes and effects of globalization						
3. Understands the role of cross-cultural comparisons in world history instruction a. Demonstrates knowledge of various psychological, sociological, and cultural factors needed to assess the similarities and/or diversities in two or more different cultures or societies						
C. United States History						
1. Knows about the European exploration and colonization of North America and growth and expansion of the United States a. Demonstrates knowledge of Native American peoples and cultures b. Demonstrates knowledge of the reasons for the colonization of North America and the development of the thirteen colonies c. Is familiar with the interactions between Native American groups, colonists, and European powers						
2. Knows about the American Revolution and the founding of the United States						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
a. Understands the causes and effects of the American Revolution b. Identifies key individuals and events during the American Revolution c. Demonstrates knowledge of the challenges faced by the early republic (e.g., creation of a democratic government)						
3. Knows about the major events and developments in United States history from founding to present a. Demonstrates knowledge of the causes and effects of the territorial expansion of the United States (e.g., concept of Manifest Destiny; Louisiana Purchase; impact on Native Americans; role of technological, political, and economic developments) b. Understands the causes and effects of the Civil War (e.g., growth of sectionalism, the abolition movement, the Underground Railroad, the reasons for the succession of the Confederate States, the role of Abraham Lincoln, the purposes and challenges of Reconstruction) c. Demonstrates knowledge of the causes and effects of industrialization, urbanization, and immigration d. Is familiar with major social and cultural developments throughout United States history						
4. Knows about twentieth-century developments and						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
transformations in the United States a. Demonstrates knowledge of the causes and effects of the Great Depression (e.g., New Deal legislation) b. Demonstrates knowledge of the causes and effects of the First and Second World Wars and the Cold War c. Demonstrates knowledge of major economic developments (e.g., assembly line, mass production,) and the influence of technological developments						
5. Understands connections between the causes and effects of events a. Demonstrates the ability to draw connections between the causes and effects of significant events throughout United States history						
D. Government, Citizenship, and Democracy						
1. Understands the nature, purpose, and forms of government a. Is familiar with the founding principles of the United States government (e.g., republicanism, separation of powers, checks and balances, popular sovereignty) b. Demonstrates knowledge of federalism (e.g., division of power between the national and state governments) c. Demonstrates knowledge of the powers of the three branches of the federal government and the						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
interactions among them d. Is familiar with basic characteristics of different political systems						
2. Knows key documents and speeches in the history of the United States a. Is familiar with the purpose and contents of the Declaration of Independence b. Is familiar with the Articles of Confederation c. Demonstrates knowledge of the structure of government outlined in the United States Constitution d. Demonstrates knowledge of the rights and protections guaranteed to United States citizens by the Constitution e. Is familiar with key documents and speeches (e.g., Gettysburg Address)						
3. Knows the rights and responsibilities of citizenship in a democracy a. Demonstrates knowledge of civic participation (e.g., community service, membership in civic organizations) b. Demonstrates knowledge of the rights and responsibilities of citizens in the United States (e.g. voting, paying taxes, freedom of speech)						
E. Economics						
1. Knows key terms and basic concepts of economics a. Demonstrates knowledge of supply and demand b. Is familiar with concepts of						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
scarcity, choice, and opportunity cost c. Demonstrates knowledge of the role of money and resources in economic decision making						
2. Understands how economics affects population, resources, and technology a. Demonstrates an understanding of how people use resources to generate wealth and enhance their lives b. Demonstrates an understanding of how economics drives and is driven by technological innovations						
3. Understands the government's role in economics and the impact of economics on government a. Demonstrates knowledge of the federal government's role in regulating the economy b. Demonstrates knowledge of taxing and spending						
F. Social Studies as Inquiry and Social Studies Processes						
1. Understands social studies as inquiry a. Demonstrates knowledge of questioning, gathering data, and drawing reasonable conclusions						
2. Understands how to use resource and research material in social studies a. Understands how to evaluate the appropriate uses of a variety of resources						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
b. Identifies primary and secondary sources and demonstrates knowledge of the uses of each c. Demonstrates knowledge of fact and opinion and knows the uses of each in social studies						
3. Understands process skills in social studies a. Understands how to interpret different types of information b. Evaluates relationships among different variables c. Demonstrates ability to draw conclusions using tools of the field						
IV. Science (18%) A. Earth and Space Science						
1. Understands basic physical and historical geology a. Identify Earth's basic structure (e.g., mantle, core, geographical features such as mountains, magnetic field) b. Identify and describe types and characteristics of rocks and minerals c. Recognize processes involved in erosion, weathering, and deposition of Earth's surface materials d. Recognize Earth's internal processes including impact of plate tectonic theory (e.g., volcanoes, earthquakes) e. Identify key aspects of the water cycle (e.g., evaporation, condensation, precipitation, runoff) f. Recognize important events						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
in Earth's geologic history and						
2. Is familiar with the structure and processes of Earth's hydrosphere a. Identify the geographic location of Earth's oceans and seas and the processes involved with tides and waves b. Identify characteristics of lakes, streams rivers, polar ice, icebergs, glaciers, and groundwater c. Identify the basic characteristics of Earth's atmosphere d. Recognize the basic concepts of weather (e.g., clouds, precipitation, hurricanes) e. Identify factors that affect climate and seasons (e.g., climate zones, proximity to mountains and oceans)						
3. Is familiar with astronomy a. Identify the major features of the solar system, including the Sun, the planets, moons, asteroids, and comets b. Recognize the interactions of the Earth-Moon-Sun system (e.g., phases of the Moon, eclipses, seasons, tides c. Recognize the major features of the universe a (e.g., galaxies, stars, black holes)						
B. Life Sciences						

Test Content Categories	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
1. Understands the basic structure and function of cells and levels of organization in living things a. Identify the structure and function of cell organelles (e.g., nucleus, cell membrane) b. Recognize basic cell processes such as cell division and photosynthesis c. Identify the levels of organization (cells, tissues, organs, organ systems)						
2. Understands basic genetics and evolution a. Apply basic genetics (e.g., relationship between genes and traits) b. Recognize the basic structure and function of DNA and relationship to heredity c. Recognize common human genetic disorders d. Identify processes by which species change over time, including natural selection, mutation, evolution						
3. Knows the hierarchical classification scheme and the characteristics of the major groups of organisms a. Identify elements of classification schemes (e.g., kingdom, genus, species) b. Identify major characteristics of common types of organisms (e.g. amphibians, reptiles, mammals, plants)						

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4. Knows the major structures and functions of plant organs and systems a. Identify the basic structure and function of leaves, roots, and stems b. Recognize key aspects of asexual and sexual reproduction, development, and growth c. Recognize the uptake and transport of nutrients and water						
5. Knows the basic anatomy and physiology of animals, including human body systems a. Identify examples of exchange with the environment involving the respiratory, excretory, and digestive systems b. Recognize key aspects of internal transport and exchange in terms of the circulatory system c. Recognize key aspects of support and movement in terms of the skeletal and muscular systems d. Identify key aspects of reproduction and development e. Recognize the function of immune systems f. Identify the functions of immune systems, nervous systems, and endocrine systems g. Recognize the importance of homeostasis						

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6. Knows key aspects of ecology a. Recognize key relationships between and among species such as territoriality, predator-prey, and parasitism b. Recognize key aspects of ecosystems (e.g., biomes, energy levels, food webs, effect of disturbances)						
C. Physical Sciences						
1. Knows the basic structure and properties of matter a. Identify basic properties of solids, liquids and gases (e.g., structure, density, conductivity, solubility) b. Identify and distinguish between elements, atoms, compounds, molecules, and mixtures c. Describe the atomic model, including electrons, protons, neutrons, atomic number and atomic mass d. Is familiar with the periodic table of the elements, its						
2. Knows the basic relationships between energy and matter a. Recognize that energy and matter is conserved in various situations b. Recognize how various forms of kinetic and potential energy can be transformed from one form to another c. Identify the differences between chemical and						

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physical properties/changes d. Describe methods of heat transfer (convection, radiation, conduction) e. Describe how the states of matter undergo phase changes and the energy changes involved						
3. Understands basic chemical reactions a. Identify the difference between covalent and ionic bonding b. Interpret simple chemical formulas c. Recognize that chemical reactions involve energy changes d. Identify chemical and physical properties of acids and bases and the pH scale e. Recognize common types of chemical reactions such as neutralization, oxidation, and combustion						
4. Understands basic concepts in mechanics a. Describe motion in terms of distance, speed, velocity, and acceleration b. Describe the effect of forces on objects (e.g., collisions, pendulums, friction) c. Recognize the effect of gravity and distinguish between mass and weight d. Recognize forces and physical properties involving fluids that determine whether objects will sink or float						
5. Understands basic concepts in electricity, magnetism, waves, and optics						

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a. Describe basic characteristics of magnets (e.g., magnetic poles, attraction, repulsion) b. Recognize electrostatic attraction and repulsion c. Describe electricity in terms of the flow of electrons and identify voltage sources (batteries and generators) d. Describe the basic phenomena involving light (reflection, rainbows, mirrors, prisms) e. Describe basic characteristics of sound (pitch, loudness, the Doppler effect)						
D. Impact of Science and Technology on Society						
1. Knows the impact of science and technology on the environment and society a. Recognize the impact of air and water pollution, greenhouse gases b. Recognize the impact of production and disposal of consumer products c. Recognize the benefits of conservation and recycling d. Identify renewable and nonrenewable energy resources e. Identify the pros and cons of power generation based on various sources (e.g., fossil, nuclear, water, wind, solar, biomass, geothermal)						
2. Is familiar with applications of science and technology in daily life and public health						

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a. Identify applications of chemical and physical principles related to common consumer products (e.g., acid-base properties of orange juice, applications of physics in devices such as lenses) b. Identify common agricultural practices (e.g., genetically modified crops, use of herbicides and insecticides) c. Recognize the role of nutrition, disease, and medicine (e.g., food preservation, vitamins, vaccines, viruses) d. Recognize applications of medical technologies (e.g., MRIs, X-rays, radiation therapy)						
E. Science as Inquiry and Science Processes						
1. Understands the basic elements of scientific inquiry and how they are used a. Identify hypotheses, theories, models, and laws, and their role in scientific inquiry b. Explain the role of the elements of experimental design, including independent and dependent variables, controls, sources of error, and drawing conclusions c. Recognize that scientific knowledge is subject to change, consistent with evidence, based on reproducible evidence and includes unifying concepts and processes (e.g., systems,						

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models, constancy and change, equilibrium, form and function) d. Recognize how key concepts developed over time and identify the contribution of key historical figures (e.g., Newton's laws, Marie Curie's work with radioactivity, Mendel's development of basic genetics)						
2. Understands the common methods and tools used to gather and present reliable data a. Identify common units of measurement (e.g., meter, gram, liter) b. Explain the appropriate use of common measurement tools (e.g., thermometers, barometers, balances) c. Organize and present data (e.g., graphs, tables, charts, maps)						
3. Knows how to interpret and draw conclusions from data presented in tables, graphs, charts, and maps a. Identify patterns and significant points in data b. Draw conclusions and make predictions based on presented data c. Recognize relationships between variables d. Recognize the effect of error on data and conclusions						
4. Understands procedures for safe and correct use of laboratory materials and equipment						

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a. Recognize safe and appropriate methods to prepare materials for classroom use (activities and demonstrations) b. Recognize when and how to use standard equipment in the laboratory (e.g., microscopes, graduated cylinders) c. Explain the use of standard safety equipment (e.g., eyewash stations, safety showers) d. Identify appropriate student apparel and behavior (e.g., goggles, clothing, no eating in lab) e. Recognize emergency procedures for mishaps (e.g., fires, chemical spills, injuries) and evacuation procedures						